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1947

Service Paper

Building intercultural
understandings...



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BUILDING INTERCULTURAL UNDERSTANDINGS IN AN
EIGHTH GRADE SOCIAL STUDIES PROGRAM
THROUGH THE STUDY OF LATIN AMERICA.

Submitted by
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(B. S. in Ed., Bridgewater Teachers' College, 1943)

In partial fulfillment of
requirements for the degree of
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First reader: Dr. John J. Mahoney, Professor of Education.

Second reader: Mr. Franklin C. Roberts, Professor of Education.

Gift of E.C. Byrne
School of Education
Aug. 22, 1947

Gift of E.C. Byrne

to the School of Education
at the University of Illinois
at Urbana

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to the School of Education
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at Urbana

PREFACE

INFORMED CITIZENS ARE A NECESSITY.

All members of the human race are linked together by fundamental forces; the societies they build have many elements in common.

Prejudice towards minority groups has always existed to a certain extent. Ignorance and fear provide the ground for prejudice to grow. Instruct the ignorant.

Educate youth to surmount obstacles in this critical period. Teach facts. Set up common working conditions. Be informed. Respect the rights of others.

International understanding will arise from intergroup understanding, respect, and good will. With mutual toleration as the keynote, prejudice will be averted.

In a country where foreign policy is based in large part on public opinion, the lack of a considerable group of informed citizens may become a serious danger. Such a lack exists at the present time in the United States with reference to Latin America. Most North Americans are quite out of touch with the conditions which exist in the countries which share the Western Hemisphere; and what is worse, they accept certain caricatures as representative of the Latin American people. I believe that an effort should be made to transform ignorance into understanding. That is the aim of this course of study and these units on Latin America.

BUILDING INTERCULTURAL UNDERSTANDINGS IN AN
EIGHTH GRADE SOCIAL STUDIES PROGRAM THROUGH
THE STUDY OF LATIN AMERICA.

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Nov., 1946

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THE PROBLEM:

What factors are involved in instituting and organizing a program in an eighth grade social studies course to build intercultural understandings through the study of Latin America?

ULTIMATE OBJECTIVE:

To develop tolerant attitudes among students - the citizens of tomorrow - toward peoples with a Latin American culture in order to have intergroup understandings, respect, and good will, because commerce in the future will probably increase between the United States and Latin American countries.

PROCEDURES:

I. Read and analyze critically the research literature in the field of inquiry.

METHODS AND TECHNIQUES:

I. Bibliography in tentative form (partial list).

Aikman, Duncan. THE ALL-AMERICAN FRONT. New York: Doubleday, Doran, & Company, inc., 1940. 344p.

While giving credit to the good neighbor policy for some improvement in our relations with other American nations, the author insists on the need for much more in the way of educational activity before foundations for real inter-American cooperation can be laid.

Beals, Carleton. AMERICA SOUTH. Philadelphia: J. B. Lippincott Company, 1938. 559 p.

A timely and eloquent book. Tells a dramatic story of the modern and ancient Americas to the south of us, and of their relation to the New World as a whole.

Tells of the extraordinary wealth of a great and little known continent, of its jungles, deserts and snow-capped mountains, its customs, its legends, its glorious history, its conquest by the greedy lustful Spaniards, its clash of races and cultures, the inrush of foreign capital, the upsurge of the native people, and the promise for the future in the New World. A superb picture of a vast and unknown continent, the continent where still remain enormous areas of unconquered wilds and untold wealth of natural resources. Compares the Americas as to physical characteristics and resources. Deals with the international intrigue and struggle for resources. Includes chapters on the struggle for market, the Monroe Doctrine, and Pan-Americanism.

Brown, Hubert William. LATIN AMERICA. Chicago: Fleming H. Revell Company, 1901. 308 p.

The pagans, the papists, the patriots, the protestants, and the present problem. Lectures to awaken an interest in Mexico, Central America, and South America as mission fields. To understand aright the present (1901) conditions of Latin America it is necessary to know something of the religious beliefs and practices of the primitive inhabitants of this extensive region. For the citizens of the Latin American Republics the writer has a warm regard which has deepened and intensified by study of their own writers and by English and American eye witnesses of the struggle. Good reference list of books at the end.

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Compton's Encyclopedia.

LATIN AMERICA, A NEW VIEW OF OUR NEIGHBOR'S TO THE SOUTH.

Chicago: F. M. Compton and Company, Publishers, 1941. P. 67, a - x; 204; 225 - 226, a - d; 227 - 228; 208d.

This booklet contains three articles from the 1941 Compton's Pictured Encyclopedia, showing its comprehensive new treatment of Latin American subjects. The reason for this treatment of Latin America is that no longer is cooperation between the United States and the republics south of the Rio Grande a desirable ideal; - it is an imperative necessity.

DuBois, Rachel (Davis). INTERCULTURAL EDUCATION WORKSHOP, NEW YORK. New York, Philadelphia: Hinds, Hayden & Eldredge, inc., 1945.

Build together Americans, adventures in intercultural education for the secondary school.

Duggan, Stephen Pierce Hayden. LATIN AMERICA. Boston, New York: World Peace Foundation, 1936. 65 p.

A treatment of the back-grounds of Latin American countries and their institutions. With a chapter on "Pan Americanism and Anti-Americanism and Anti-Americans."

Green, Philip L. OUR LATIN AMERICAN NEIGHBORS. New York: Hastings House, 1941. 182 p.

Students interested in the development of races and the influence of environment on peoples of nations will find these elements of Latin American civilization discussed clearly in this brief book. Among the questions considered are: The origin

of man on the American hemisphere; the importance of Indian civilization in the South American countries; the fusion of races represented in the Conquistadores; the influence in the Negro in Latin America; the geographical conditions responsible for determining differences among the pupils and people of the countries; and the growing importance of Latin America in the economic life of the world.

Inman, Samuel Guy. BUILDING AN INTER-AMERICAN NEIGHBORHOOD.

New York: National Peace Conference, 1937.

Reviews^w continental efforts for peace and the Buenos Aires Conference.

Platt, Robert Swanto. LATIN AMERICA, COUNTRYSIDES AND UNITED REGIONS. New York: McGraw-Hill Book Company, Inc., 1942. 564 p.

A picture of our neighbors to the south - concrete and scientific. What Latin American life is really like. The book deals briefly with each country as a whole and then gives representative individual sketches - of a coffee plantation in Guatemala, a silver mine in San Rafael, a hacienda in central Yucatan. A record of fundamental details that seem to give character to regions.

Quintanilla, Luis. A LATIN AMERICAN SPEAKS. New York: The Macmillan Company, 1943. 268 p.

U. S. Relations with Spanish America - Spanish America Relations with U. S.. The views of a Latin American on our own U. S.. Author writes with a light touch which conveys the spirit as well as the facts of the Latin American

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countries. Discussion of: What brings us together and what keeps us apart?

Rabaut, Louis C. LATIN AMERICA. U. S. Government Publication, 1942. 25 p.

Here is a discussion of Latin America, its people, resources, problems, and share in the war, as expounded in the House of Representatives on June 30, 1942 by Hon. Louis C. Rabaut of Michigan. The life and the people and the resources of the people south of the Rio Grande are brought to the front. There is a list of the questions most frequently asked about Latin America, and brief answers to each.

Rippy, James Fred. LATIN AMERICA IN WORLD POLITICS, 3d ed. New York: F. S. Crofts & co., 1938. 303 p.

Emphasizes the modern period and phases of inter-American perplexities.

Soulé, George Henry, and Efron, David, and Ness, Norman T. LATIN AMERICA IN THE FUTURE WORLD. New York: Farrar & Rinehart, Inc., 1945. 372 p.

A book of facts to enlighten readers and do away with misunderstandings.

Stuart, Graham Henry. LATIN AMERICA AND THE UNITED STATES.

3d ed. New York: D. Appleton Century Company, 1938. 510 p.

A survey of the diplomatic and commercial relations between the U. S. and certain Latin American countries. Suggestions as to how more cordial relations with Latin America may be established.

Thompson, Wallace. GREATER AMERICA. New York: E. P. Dutton & Co., inc., 1932.

An interpretation of Latin America in relation to Anglo-Saxon America.

Verrill, Alpheus Hyatt. SOUTH AND CENTRAL AMERICAN TRADE CONDITIONS OF TODAY, INCLUDING MEXICO, CUBA, HAITI, AND DOMINICAN REPUBLIC. New York: Dodd, Mead and Company, 1914. 255p.

A volume dealing with hard, cold facts, all of which are ultimately and closely connected with business and trade conditions in the republics to the south. Author is in sympathy with the people about whom he writes. A vast amount of information regarding Spanish Americans and Spanish America, customs, manners, and points of view as related to business as well as a great deal of data concerning the exports, imports, debts, wealth, foreign capital, improvements, population, transportation, and business of the various countries. A compact, concise, and yet complete source of information given for all interested in business and trade conditions between the U. S. and her sister republics.

Vickery, William E. and Cole, Stewart G. INTERCULTURAL EDUCATION IN AMERICAN SCHOOLS; PROPOSED OBJECTIVES AND METHODS. New York: Harper and Brothers, 1943. 215 p.

This book supplies background and specific teaching material for use in widening understanding among those with variant racial and cultural backgrounds. A carefully planned educational program for eliminating intergroup conflicts which threaten the well-being of the nation.

Wertebaker, Charles. A NEW DOCTRINE FOR THE AMERICAS. New York: Viking Press, 1941. 211 p.

A description of the policy of the United States toward Latin America, on which its security and prosperity for the next hundred years may hang. Its method tells about events in terms of the men who made them.

Whitaker, John Thompson. AMERICAS TO THE SOUTH. New York: The Macmillan Company, 1939. 300 p.

A country-by-country survey of the situation an American journalist found in Mexico and South America shortly before the outbreak of the European war. Moderately difficult.

Williams, Mary Wilhelmine. THE PEOPLE AND POLITICS OF LATIN AMERICA. New York: Ginn and Company, 1938. 889 p.

The history of the Latin American Nations is presented in simple factual style. Ample material on the aborigines, the conquest, colonial administration, the church, education, and the arts furnishes varied general information. After a discussion of the Independence Movement, each country is considered separately except those of Central America which are combined in one section. The leading historical figures are briefly and objectively treated. The book concludes with a chapter on modern cultural achievements and a discussion of international relations. Extensive bibliography.

Wilson, Charles M. CHALLENGE AND OPPORTUNITY: CENTRAL AMERICA. New York: Henry Holt Co., 1941. 293 p.

Agricultural resources in the rich tropical land of

Central America are the chief interest of the author who has seen the variety of products not yet fully utilized. The author says: "In real-life fact, cultural relations with Latin America and particularly with Middle America are preponderantly economic." There are well illustrated and interesting accounts of the history, growing, harvesting, and marketing of such crops as bananas, coffee, coconuts, chocolate, rubber, and sugar. Enough of the history, politics, and commerce is given to show the importance of crops in countries which remain agrarian frontiers.

Ybarra, Thomas Russell. AMERICA FACES SOUTH. New York: Dodd, Mead and Company, 1939. 321 p.

Written for the most part in a racy style, this comprehensive survey of Latin America just before the war began is seldom if ever dull. The author wrote this very readable book in an American journalistic style, but he hails from Venezuela.

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PROCEDURES:

II. Determine the activities of eighth grade teachers in terms of what they are actually expected to teach in an eighth grade geography and history class.

METHODS AND TECHNIQUES:

II. Familiarize oneself with the course of study for this Geography and History course.

PROCEDURES:

III. Determine the aims and methods the Social Studies teacher should understand in order to teach this course pertaining to Latin America.

METHODS AND TECHNIQUES:

III. Analyze books and magazine articles dealing with this subject. Examples of types of reading are:

Beals, Carleton. PAN-AMERICA, Boston; Houghton Mifflin Co., 1940. 517 p.

An attempt to treat the problem of South America and World Forces in its broader aspects. It is a lengthy book, dealing with an involved and difficult subject. The author expresses much personal opinion. The first part of this book tells about a general pattern and the second deals with a suggested program.

Gipson, Henry Clay. LOOK AT LATIN AMERICA. New York: Cameron and Bulkley, 1936. 112 p.

Pictures show the elusive spirit of Latin America. Gives one the impression of a closer kinship with our neighbors to

the south. The photographic studies reproduced in this volume are an inspiration to those interested in the Hispanic Americas.

Godfrey, Eleanor Smith and Godfrey, James Logan. EYES SOUTH.

Chapel Hill: University of North Carolina Press, 1941. 32p.

The purpose of this pamphlet is to supply a preliminary introduction that must precede the cultivation of an intelligent awareness of the needs and aspirations of our neighbors. Suggestions are made of books to read to study the continent as a whole, and to study each individual country. Also considered are books for the study of South America and the World Forces, as well as Inter-American Relations.

Herring, Hubert Clinton. GOOD NEIGHBORS; ARGENTINA, BRAZIL, CHILE, AND 17 OTHER COUNTRIES. New Haven: Yale University Press, 1942. 381 p.

The major portion of the volume is concerned with Argentina, Brazil, and Chile. Each nation is discussed from various angles: the racial backgrounds, social classes, politics, natural resources, and the historic factors which have special bearing on today's problems. The author describes the contents of this book thusly: "Americans North want to know exactly who are these good neighbors ... what they eat, think, and propose to do ... what sort of men rule over them ... whether they plan to play with us or with the foe ... that is what this book is about."

Roosevelt, Nicholas. WANTED: GOOD NEIGHBORS. New York: The National Foreign Trade Council, Inc., 1939. 48 p.

In his study, written primarily for the people of the United States, Mr. Roosevelt ably analyzes the difficulties which tend to prevent closer commercial and cultural ties with our neighbors to the south and indicates how these difficulties may be overcome. On p. 48 the author says, "The Americans need each other. The countries south of the Rio Grande want capital and industrial products from the United States. In exchange, these Latin American countries have raw materials which the United States needs. Here is the foundation of that sound commercial cooperation which is essential to the successful functioning of the Good Neighbor Policy. The basis of economic cooperation must be fair play and mutual respect. This implies due regard for legitimate rights lawfully acquired."

Speer, Robert Elliott. THE UNITY OF THE AMERICAS. New York: Laymen's missionary movement, 1916. 115 p.

A discussion of the political, educational, commercial, and religious relationships of Anglo-America and Latin America. The aim of this book is to quicken the desire for more unity between the other Americas and us. The need of brotherly love is shown.

EDUCATION AND NATIONAL DEFENSE SERIES. HEMISPHERE SOLIDARITY. Pamphlet No. 13. Washington D. C.: Federal Security Agency, U. S. Office of Education, 1941. 23 p.

A teacher's guide on Inter-American Relations with

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special reference to Latin America. This deals with some of the important problems involved in promoting hemisphere solidarity, with particular application to the relationship between Latin American nations and the United States. International friendship is the aim of this pamphlet. This pamphlet is designed to aid pupils to think through some of the problems affecting mutual cooperation among all of the nations concerned.

OUR AMERICAN NEIGHBORS. From the Coca-cola Company house magazine, THE RED BARREL, 1942. 128 p.

The twenty republics from the Rio Grande to Cape Horn. The aim of this booklet is to help those in the community of nations to better know their neighbors, and to become better acquainted with the above mentioned republics. These nations are nations that have won the American way of life by fighting for it, notwithstanding their diverse climate, racial characteristics, customs, and language.

PROCEDURES:

IV. Give an initial test in order to ascertain existing prejudices of pupils.

METHODS AND TECHNIQUES:

IV. Use one of the Remmers generalized scales as an attitude test.

PROCEDURES:

V. Score tests (of attitudes).

METHODS AND TECHNIQUES:

V. Make a table showing results of tests.

Explain the meaning of the table in the context.

PROCEDURES:

VI. DISCOVER OUTSTANDING PREJUDICES OF PUPILS by questions.

METHODS AND TECHNIQUES:

VI. Use a questionnaire, of the check-list variety.

PROCEDURES:

VII. Classify the data obtained from the questionnaire.

METHODS AND TECHNIQUES:

VII. Make a list of pupils' prejudices in tabular form.

Explain the tabulation in the context.

PROCEDURES:

VIII. Find out how these prejudices were acquired.

METHODS AND TECHNIQUES:

VIII. Have the pupils write unsigned compositions telling how they formed the opinions they now have in relation to these peoples.

PROCEDURES:IXClassify the data.

METHODS AND TECHNIQUES:

IX. Make a check-list of reasons for prejudices given by the pupils.

PROCEDURES:

X. Use the check-list made to ascertain if the pupils always, never, or sometimes hold these opinions.

METHODS AND TECHNIQUES:

X. Have pupils check all the statements - Yes, No, Sometimes - which express their reasons for existing opinions in regard to these Latin American peoples.

PROCEDURES:

XI. Classify the data obtained from the check-list.

METHODS AND TECHNIQUES:

XI. Tabulate the results found by means of the check-list.
Explain the tabulations in the context.

PROCEDURES:

XII. Discuss and interpret the material.

METHODS AND TECHNIQUES:

XII. Every group of facts in tabular form is to be

1. Discussed - to further the analysis begun in the table or figure.

2. Interpreted - in order to disclose the true meaning and significance of each group of findings in terms of:

- a. The general purpose of the research project.
- b. The section and the chapter titles.

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- c. Specific recommendations to the School Curriculum Committee for the making of a course in Latin American Geography and History (Social Studies) for eighth grade pupils.

PROCEDURES:

XIII. Write the final report.

METHODS AND TECHNIQUES:

XIII. Probable chapter heads and section topics.

BUILDING INTERCULTURAL UNDERSTANDINGS IN AN
EIGHTH GRADE SOCIAL STUDIES PROGRAM THROUGH THE
STUDY OF LATIN AMERICA.

Preface.

Introduction.

1. Statement of the Problem.
2. The Ultimate Objective.
3. Method of Procedure.
4. Brief Summary of Findings.

Chapter I. Curriculum Making for Teachers of Geography.

- A. Past Practices.
- B. Activity Analysis as a Method of Curriculum Making.
- C. The Hypothesis on which this study is based.

Needs:

- a. Probing Pupil's Prejudices.
- b. Understanding Problems confronting peoples.
- c. Commercial relations between United States and Latin America.
- d. Intergroup understanding, respect, and goodwill.

1. Emotional Approach:

guest assemblies with Latin
American speakers.

2. Situational Approach:

teas for Latin American guests.

3. Intellectual Approach:

present facts of cultural heritage
of Latin Americans in homeroom and
classroom.

Chapter II. The Objectives of Teaching Geography.

- A. Geography in general.
- B. Latin American Geography in particular.
- C. Summary.

Chapter III. Geographic Facts with reference to Latin America.

- A. Land and Climate.
- B. Peoples.
- C. Resources.
- D. Transportation Situation.

Chapter IV. Race, Color, and Creed of Latin Americans.

- A. Negro Republic of Haiti (Black Republic) speak French.
- B. European culture of Argentina.
- C. Indian Villages of Guatemala, Peru, Bolivia, Ecuador, and Mexico.
- D. German Colonies in southern Brazil, Chile, and Argentina.
- E. Italians in Argentina.
- F. Portuguese in Brazil.

Chapter V. A Curriculum for the Study of Latin America.

- A. Introduction - Overview.
- B. Readings for teachers.
- C. Objectives.

1. Understandings.

2. Attitudes.

3. Skills.

4. Appreciations.

D. Approach Activities to Objectives.

E. Subject-Matter Content:

1. Units on:

a. Scope of "American Republics."

b. Languages of Latin America.

c. How the United States helps to expand
production in the other American Republics.

d. Transportation and Communication within
Latin America.

e. United States Trade with the Other American
Republics.

f. Latin-America in the Air-Age.

g. Education in Latin America.

h. Occupations in Latin America.

i. Recreation for the Latin Americans.

j. Hemisphere Unity - A Civic Responsibility.

F. The Planning Period.

1. What must be known.

a. Advance planning by the teacher.

b. Advance planning by the group.

c. Appoint committees to find information.

d. Provide for group discussion.

G. Working Period.

1. Visual Materials.
2. Excursions and Trips.
3. Study of Problems.
4. Appreciations of Literature.
5. Illustration and Construction.
6. Checks and tests.

H. Bibliography.

1. texts and supplementary reading -
including stories, magazines, and pamphlets.
2. Poems.
3. Music.

I. Instructional Aids from Sources.

1. Materials.
2. Exhibits.

J. Evaluations.

Chapter VI. Suitable Activities Concerning the Study of Latin America. - P. 157

A. In - Class Activities. Example:-

1. Make a frieze for the classroom, decorating it with Latin American flags, costumes, maps, and handwork pictures.

B. Community Activities. Example:-

1. Plan an international trail in your community to be followed by your classmates to stores, homes, museums, schools, and libraries where interesting bits of information may be

discovered about the Latin American Countries.

Chapter VII. Benefits the Community Reaps from its Pupils. —

- A. Children work with Adults toward the improvement of democratic living.
- B. Participation in local community events of an inter-American nature helps promote hemisphere solidarity, hemisphere unity.
- C. Intergroup understanding, respect, and good will is developed among present pupils who will be the voters and the leaders of tomorrow.

Chapter VIII. Intercultural relations with other countries as a result of studying habits, customs, and attitudes of the Latin Americans.

- A. Avoid antisocial concepts.
- B. Develop attitudes.
- C. Avert prejudice.
- D. Understand group relations.
- E. Social democracy.

Chapter IX. Character Building an outgrowth of a Latin American Geography Course.

- A. Intellectual education.
- B. Know Thyself - attitudes.
- C. Know Thy Work - study.
- D. Mutual Toleration.

Chapter X. Averting Juvenile Delinquency by the development of tolerance.

- A. Love of fellow men.

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B. Elimination of Lawlessness.

C. Provisions for the school misfits.

Chapter XI. Summary, Conclusions, and Recommendations. 26

A. Summary.

B. Conclusions.

C. Recommendations.

D. Further Study Needed.

ANNOTATED BIBLIOGRAPHY.

Books for Grade VIII.

Dalglish, Alice. WINGS AROUND SOUTH AMERICA. New York:

Charles Scribner's Sons, 1941. 158 p.

South America! A continent that is full of interest for us - a continent of varied scenery, of glowing color, of striking contrasts and constant surprises. An important feature of this book is its personalization of children and people.

Goetz, Delia. NEIGHBORS TO THE SOUTH. New York: Harcourt, Brace, and Company, 1941. 302 p.

A discussion of 12 Central and South American countries of today. The clear photographic illustrations and open page give the book an inviting appearance - nor will the child be disappointed in the text, as there are many graphic episodes, such as when the Spanish conqueror took a piece of paper, crushed it in his hand, and placed it on the table before the king to describe the topography of South America. Each country is considered separately. Essential facts about the geography, climate, and people are brought out; but through the book there is enough of human interest to give the sketches individuality.

Goetz, Delia and Fry, Varian. THE GOOD NEIGHBORS. HEADLINE BOOKS. No. 17. New York: The Foreign Policy Association, 1939. 96 p.

A brief and popular account of the history of Latin America and our relation to it. Very easy reading. Non-technical. Presentation of the current problems of inter-

American cooperation. A valuable contribution to the understanding of Latin America and to the formation of sound concepts about the American republics.

Hager, Alice R. WINGS OVER THE AMERICAS. New York: The Macmillan Company, 1941. 162 p.

A flight around South America in a clipper ship was the adventurous experience of the author; her assignment was to take a look at the investments that had been made in the sky routes by the United States Companies; to find out just where the United States stands in the terrific aerial competition ahead; and to learn what better relations and business opportunities and travel facilities might result from the new transport system. Some of the difficulties described are those of preparing a landing field in countries that had never been accurately mapped, and where disease, wild beasts, and reptiles menace. The author injects lively personal anecdotes about the people and region into her graphic reporting on the technique of clipper flying in the conquest of air over South America.

Rauschenbush, Joan. LOOK AT LATIN AMERICA. HEADLINE BOOKS. New York: The Foreign Policy Association, 1940. 64 p.

Nontechnical, but authoritative presentation of the current problems of inter-American cooperation. A valuable contribution to the understanding of Latin America and to the formation of sound concepts about the American Republics. This book offers some fact we need to know if we are to contribute our share intelligently to mutual good will and

common purpose. Here described are the people, geography, resources, trade, transportation, economic progress, and defenses of Latin America.

Stewart, Watt, and Peterson, Harold F. BUILDERS OF LATIN AMERICA. New York: Harper and Brothers, 1942. 343 p.

The men who have played an important part in building Latin America include educators, literary figures, and scientists, as well as conquerors, patriots, and dictators. One hears more about this last group because they were more spectacular persons. Daring, courage, and political skill are apparent in the careers of such men as Cortez, Bolivar, and Diaz. The authors have treated these figures adequately and clearly, but a special contribution is in their accounts of the Inca Atahualpa; Morenp, the Argentine lawyer and founder of the republic; Dom Pedro II, Emperor of Brazil; Sarmiento, the educator; Ruben Dario, Latin America's greatest poet; and other important persons not so familiar to people in the United States. Twenty-two builders are described. The biographies are arranged in four chronological divisions called Foundations, Revolution, Dictatorship, and Toward A Better Future! While these builders are only a few of the many persons who contributed to their countries' development, they are representative of historical phases, and suggest the different parts played by individuals. The characters of those chosen are varied, the accounts interesting and often dramatic, so that the book is valuable for pleasure reading as well as for reference.

Torre, Emilio de, and others. THE LATIN-AMERICAN SONG BOOK.

Boston: Ginn and Company, 1942. 128 p.

A varied and comprehensive collection of Latin American songs to be used by all who like to sing; complete with piano accompaniment. About 70 songs in this collection. The majority of the songs are in Spanish, but there are also songs from Brazil as well as some Louisiana French and French Canadian. An introduction discusses the general sources of the songs while each selection has an individual note about the origin of the song and where it is sung today. In addition to the English lyrics most of the songs have one verse in the original language. The songs are varied and suited to group singing.

West, Wallace. OUR GOOD NEIGHBORS IN LATIN AMERICA. New York: Noble and Noble, Publishers, Inc., 1942. 388 p.

Based on the Good Neighbor Radio Programs presented by the National Broadcasting Company with the approval of Cordell Hull, Secretary of State, United States of America. Aim: to create a greater interest in Latin America in order to help us to understand thoroughly and to appreciate the individual culture, characteristics, and progress of our neighbors to the south; to explain the development of their country by retelling the stories of their national heroes and their ways of history making deeds; to describe the people and their way of life; to show how their industries are affected by the climate and physical characteristics of the lands; and to promote the spirit of mutual cooperation

in supplying and supplementing each other's needs both in peace and in war.

Blackwell, Alice S. SOME SPANISH-AMERICAN POETS. Philadelphia: University of Pennsylvania Press, 1929. 559 p.

The works of more than 80 poets are represented among the selections of the volume. This group of poems serves to introduce the themes and poetic style which will lead to other endeavors. One of the objectives of the collection is to contribute toward a better understanding which will lead to mutual respect and good will.

INTRODUCTION

In this paper my attempt is to show what factors are involved in instituting and organizing a program in an eighth grade social studies course to build intercultural understandings through the study of Latin America.

My ultimate objective is to develop tolerant attitudes among students - the citizens of tomorrow - toward peoples with a Latin American culture in order to have intergroup understanding, respect, and good will, because commerce in the future will probably increase between the United States and Latin American countries.

In order to reach this ultimate objective I have gathered data to determine the prejudices which confront people here in the United States, people in the personages of the students whom I taught, in regard to Latin America. I also gathered data concerning race, color, and creed, and environmental conditions of the Latin Americans; this may be found in the pages of this Service Study which I submit toward the degree of Master of Education.

As a method of procedure, I started out by analyzing pertinent literature on the subject. From there I decided upon activities that might be used in furthering an understanding of the problem. I delved into the general aims and methods of Social Studies teaching, with the idea of applying them to this specific problem relating to Latin American Social Studies.

After I constructed a questionnaire concerning Latin America, I used it on the pupils in my class to discover what their attitudes were concerning Latin America and Latin Americans. I found that before teaching the course on Latin American Social Studies, the students had some distorted ideas regarding peoples in the other America; after knowledge and aporeciation, as well as understanding was acquired, an altogether different viewpoint was held by these same students. The questionnaire used may be found in Chapter I of this paper. Following are the results discovered among my thirty pupils Before and (After) the teaching of the curriculum.. The numbers in parenthesis represent the results (After) the teaching.

DO YOU THINK THAT - ?	ALWAYS	SOMETIMES	NEVER
1.	1	1 (27)	28 (3)
2.	3	7 (26)	20 (4)
3.	2	5 (28)	23 (2)
4.	5	9 (25)	14 (5)
5.	10 (28)	15 (1)	5 (1)
6.	16 (8)	(2)	14 (20)
7.	(16)	18 (14)	12
8.	10 (16)	(14)	20
9.	15	5 (28)	10 (2)
10.	10 (27)	10 (3)	10
11.		10 (1)	20 (29)
12.	6	15 (1)	9 (29)

HOW THE PREJUDICES WERE ACQUIRED.

The children wrote unsigned compositions telling how they acquired their prejudices regarding Latin America and Latin Americans. Following are excerpts from a few of the papers:-

".... lazy class of people - siestas."

"... lazy class of people - more interest in festivals and other good times than in actual work."

Both students writing the above statements attributed gaining their ideas at the movies.

"... brutal, blood-thirsty people - bull fights."

This idea was gained from photographs and moving pictures.

"...schools differ - scattered in rural sections."

This concept was developed as a result of reading about farm life.

"... temperamental race - spending much time on haciendas playing guitars."

Movies and radio, by means of its string music and dances of the rhumba type were said to have given this idea.

"... not too much English taught - English spoken by Latin Americans poor."

These ideas founded after listening to radio programs on which Latin Americans spoke.

"...houses different - patios."

Types of houses have been shown in the moving pictures.

"...inadequate transportation - ox cart - slow mode of living."

This discovery was made from articles in magazines, and from pictures in magazines and in moving pictures.

"... little religion - impoverished churches."

Mission society appeals show pictures of this.

"... bugnacious people - politics - government uprisings."

Students mentioned that reports on the above are common in newspapers.

"...all climate - warm."

Students who consider just certain products such as the banana from Latin America might make this statement.

"...showy religion - fiestas - festivals."

Fiestas and Festivals are depicted in books and moving pictures that students see.

SUMMARY OF FINDINGS.

There is a need for this course of study concerning Latin America because of much unseemly prejudice. This prejudice was shown on questionnaires, check-lists, and written compositions.

When the pupils were asked to state from where they acquired these prejudices, most of them attributed the acquisition of prejudices to newspapers, magazines, radio, and moving pictures.

REASONS FOR PREJUDICES GIVEN BY PUPILS.

1. People are lazy; they are constantly taking siestas.
2. Latin Americans are a lazy class of people; they have more interest in festivals and other good times than in actual work.
3. Latin Americans are brutal, blood-thirsty people; this statement can be made because of the bull-fights that take place there.
4. Schools in Latin America are different from the schools in the United States; they are scattered in rural sections.
5. Latin Americans are a temperamental race; they spend much time on haciendas playing guitars.
6. Not too much English is taught in Latin America; English spoken on the radio by Latin Americans is poor.
7. Houses in Latin America are much different from houses in the United States; Latin American houses have patios.
8. There is inadequate transportation in Latin America; they use the ox cart as part of their slow mode of living.
9. There is little religions in Latin America; they have impoverished churches.
10. Latin Americans are pugnacious people; this is shown by their political government uprisings.
11. Latin American climate is warm; bananas come from there.
12. The religion of Latin Americans is showy; they have many fiestas and festivals.

CHECK if you hold these opinions Always Sometimes Never.

1. Latin Americans are lazy.
2. Latin Americans are brutal,
blood-thirsty people.
3. There are few schools in
Latin America.
4. Latin American people are
temperamental.
5. Latin Americans speak poor
English.
6. Houses in Latin America are
different from houses in the
United States.
7. Latin America has inadequate
transportation.
8. There is little religion in
Latin America.
9. Latin American religion is
showy.
10. Latin Americans are bugnacious
people.
11. Latin American climate is
warm.

After I collected opinions held by the pupils in regard to the people and environment in Latin America, I made up the foregoing check list to discover how many pupils maintained those attitudes. I found that before teaching the course on Latin America the students had many distorted ideas regarding the peoples in the other America; after study, many of these same students held different viewpoints. Following are the results discovered among my thirty pupils Before and (After) the teaching of the curriculum. The numbers in parenthesis represent the results (After) the teaching.

CHECK if you hold these opinions	Always	Sometimes	Never
1.	22	5 (25)	3 (5)
2.	20	10 (6)	(24)
3.	15	15 (10)	(20)
4.	25 (5)	5 (20)	(5)
5.	20	10 (25)	(5)
6.	28 (29)	2 (1)	
7.	15 (27)	5 (2)	10 (1)
8.	20 (25)	10 (5)	
9.	(27)	25 (3)	5
10.	4	18 (10)	8 (20)
11.	25 (2)	3 (25)	2 (3)

CHAPTER I

CURRICULUM MAKING FOR TEACHERS OF GEOGRAPHY..

PAST PRACTICES

In the past a course of study such as this was used in the Town of Hingham, Massachusetts, where I attempted to work on a Social Studies Unit based on Latin American Study in order to develop intercultural education with an eighth grade class.

The following is just a Geography outline. The present trend is to try to combine Geography and History into a Social Studies Program.

LATIN AMERICA

AIMS:

To give the pupil a knowledge of the important features of South America, Mexico, Central America, and the West Indies; to enable him to interpret maps and from them to draw conclusions as to position and direction; to note the likenesses and differences between North and South America; to give him power to express orally the knowledge gained.. Lessons are to be developed by the teacher from globes, maps, pictures, supplementary reading, et cetra. Map drawing can be done from book, blackboard, and memory;:the maps may be traced, or freehand, or both, or on outline maps..

SOUTH AMERICA - ten weeks..

MEXICO, CENTRAL AMERICA, AND THE WEST

INDIES - three weeks.

SOUTH AMERICA

I. General Features:

A. Location of South America as it contributes to her commercial importance:

1. West coast line facing Europe..
2. Position of the Caribbean and the Andean countries improved by the Panama Canal, placing them on the route to the Orient.

B. Surface:

- 1.. Smaller than North America in area.
2. Comparisons with North America: Andes Mountains; Central Plains; Eastern Highlands.

C. Climate:

- 1.. Widest part in the Torrid Zone: smaller area in the South Temperate Zone..
2. Location of belts of winds:
 - a. Westerlies.
 - b. Trade Winds.
3. Relation of rainfall to mountains: direction of prevailing winds.

D. Locational Facts:

1. Equator; Tropic of Cancer..
2. Atlantic and Pacific Oceans.
3. Amazon, Orinoco, and La Plata Rivers.
- 4.. Andes Mountains..

II. Country Grouping for Study:

- A.. Temperate South America: Argentina, Chile, Uruguay,
Paraguay.
- B. North Andean Countries: Venezuela, Colombia, Ecuador,
Peru, Bolivia.
- C. Tropical South America: Brazil, The Guianas.

A. Temperate South America.

- a. Argentina: The United States of South America.

SURFACE:

1. Shares with Chile the high, rugged Andes Mountains in the West.
2. The pampas belt: similar to the grain plains of north central United States.

CLIMATE:

1. Varies with latitude: differences in rainfall due to differences in winds.
2. The extreme south is cool in summer and bitterly cold in winter.

RESOURCES:

1. A country with great food possibilities.
2. A country with a future continental trade due to:
 - a. Natural routes across the country leading to the coast.
 - b. Position on the Atlantic seaboard.

c. Possible control of South American trade in food products..

3.. A country the value of whose exports exceeds that of imports.

a.. The main imports:

manufactured goods; coal.

b. The chief exports:

food stuffs; raw materials.

IMPORTANT CITIES:

1.. Buenos Aires - -

The New York of South America.

2. R sario -

The Chicago of Argentina..

3. Bahia Blanca -

The Galveston of Argentina.

LOCATIONAL FACTS:

1. Strait of Magellan, Cape Horn..

2. The Argentine Wheat Lands;

The Argentine Corn Belt.

b.. Chile: The Longest and Narrowest Country in the World.

SURFACE:

1. Andes Mountains a great barrier between the east and the west.

2. Very narrow coastal plain.

3. Regular coast line except in southern Chile.

ITS REGIONS:

1. Northern Chile: extreme desert conditions.
2. The Atacama: known as the Nitrate Desert.
3. Type Occupation: The Nitrate Industry.
 - a. Description of the beds.
 - b. Method of preparing for market.
 - c. To what countries shipped? Uses?
 - d. Source of vast revenue for the government of Chile.
 - e. Iodine, a by-product;
borax, an associated product.

CENTRAL CHILE: The California of South America.

1. Great agricultural wealth: staple products; large farm estates.
2. Inhabitants: intelligent, energetic, progressive.

SOUTHERN CHILE: The Valley of Paradise.

1. Handicapped by an insufficient supply of coal.
2. An important lumbering region.
3. Exports: Nitrate of soda, wheat, iodine, wool, frozen meats, borate of lime.
Imports: chiefly manufactured goods.

LOCATIONAL FACTS:

1. The Andes Mountains; the Pacific Ocean.
2. Santiago; Concepcion; Antofagasta;
Iquique; Punta Arenas.

- c. Uruguay and Paraguay: These to be studied through medium of their respective industries.

B. North Andean Countries:

a. Venezuela:

1. The coast range mountains a barrier to communication with the interior of the country.
2. The grass lands of the Orinoco valley are only partly used for the pasturing of cattle.
3. Rich petroleum fields around Lake Maracaibo.

b. Colombia:

1. The Magdalena valley reaches far into the interior.
2. Wide range of plant growth, varying with the altitude from bananas and rice, to corn, grain and temperate fruits.
3. Much undeveloped mineral wealth.
4. Deficient transportation facilities.

c. Ecuador:

1. The jungle coast land: hot, wet, swampy, forested and unhealthful.
2. Guayaquil, the seaport for Quito.
3. Cacao plantations important.
4. Productions: cacao, sugar cane, cotton, coffee on the mountain slopes, tagua nuts from which buttons are made.

d. Peru:

1. Coastal region mostly desert.

2. Streams from the Andes provide water for irrigation.
3. Rich oil fields..
4. Sugar and cotton the leading exports.

e.. Bolivia:

1. Cool plateau areas.
2. Mining of valuable minerals the most productive industry.
3. Herding: llamas, alpacas.
4. Commerce: no sea coast. All trade carried on through ports of the neighboring countries.
 - a. imports: foodstuffs and manufactured goods.
 - b.. exports: metals and metal ores..

C. Tropical South America.

a. Brazil: "The Coffee Country".

1. Location: mostly in the Torrid Zone.
2. Surface:
 - a. Plateau close to the ocean..
 - b. Cities mainly on or near the coast.
3. Climate:
 - a. Abundant rainfall.
 - b. Southeast trade winds.
4. Products:

Forest: rubber, nuts, cocoa beans, dye woods.

Plateau: coffee, tropical and semi-tropical products.

Coastal Lowlands: cotton, sugar, rice,
tropical fruits.

Minerals: deposits of iron, diamonds, gold.

5. Commerce:

Center of our coffee supply.

A rich market for our exports.

6. Locational facts:

1. Rio de Janeiro; Belem (Para); Santos;
Petropolis..

2. Amazon River; San Francisco River.

3. The Rubber Region; The Coffee Region.

b. The Guianas (European Colonies):

1. Value to the British, Dutch, and French
owners.

2. Mining possibilities.

III.. The Continent of South America as a whole:

1. Great extent.
- 2/ Great part low and hot, hence difficult to utilize..
3. Wide range of undeveloped natural resources.
4. Regions likely to be earliest developed.
5. Significance of the lack of coal..
6. Parts most progressive.
7. Certain highly developed cities.
8. Educated higher class.
9. Lack of education for the masses.
10. Trade disadvantage of location in or near the Torrid
Zone..

- 11.. More populous parts largely along or near the coast.
12. Lack of skilled laborers..
13. Difficulties of transportation.
14. Products needed by the United States.
15. Products of the United States needed in South America.
- 16.. The United States and European countries as competitors for South American trade.

MEXICO, CENTRAL AMERICA, AND THE WEST INDIES

I. Mexico:

SURFACE:

1. Broad central plateau largely rimmed by mountains.
2. Coastal plains of varying width.
3. Volcanoes: evidences of earlier volcanic action.

CLIMATE:

1. Parts unsuitable for occupation on account of heat and excessive humidity.
2. Effect of altitude in producing a healthful climate in certain parts of the plateau.
 - a. Higher altitude compensates for lower altitude as one goes south over the plateau.
 - b. Delightful climate on the southern plateau.

RIVERS:

1. Short rapid streams affording water power.

PRODUCTS:

1. Gulf Coastal Plain:

Bananas, pineapples, sugar cane, cotton, coffee, rubber, henequen, petroleum, forest products: mahogany, ebony, chicle.

2. Plateau:

Grain, corn, beans, other vegetables.

Animal products: cattle, hides, tallow.

Minerals: gold, silver, lead, copper, zinc, antimony, sulphur, quicksilver,

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limited supply of coal.

scattered areas of precious stones.

PEOPLE:

1. Unstable government, resulting in Civil Wars.
2. Lack of education among the masses.
3. Peonage system..

TRANSPORTATION:

1. Poor natural transportation facilities; unimproved roads..
2. No good inland waterways.
3. Long coastline, but poor harbors.

COMMERCE:.

- 1.. Mainly with the United States.. Much United States capital invested.
2. Mexico's need of our manufactured products.
3. Raw materials of Mexico valuable to the United States.

LOCATIONAL FACTS:

1. Tampico; Mexico City; Vera Cruz; San Luis Potosi; Progreso.
2. Mexico with reference to: the bordering countries and waters, and the Tropic of Cancer.

II. Central America:

LOCATION:

- 1.. With reference to Mexico, Caribbean Sea, Pacific Ocean.

SURFACE:

1. Mostly mountainous.
 - a. Along the Caribbean coast the mountains are bordered by a coastal plain..
 - b. On the Pacific coast they rise directly from the sea..

CLIMATE:

1. Eastern lowlands: a tropical, unhealthy climate.
Highlands: cooler temperature, more healthful.

RESOURCES:

1. Coffee plantations; banana plantations.
2. Tropical hardwoods for export..
3. Minerals: gold; silver..

TRANSPORTATION:

1. Few railroads. Travel very difficult.
2. Goods transported chiefly on the backs of men or of pack animals.

LOCATIONAL FACTS:

1. Each of the Central American countries.
- 2.. Gulf of Honduras:: Gulf of Fonseca.
- 3.. Cape Gracias a Dios..

III.. The West Indies:

- A. Greater Antilles: Cuba, Haiti, Jamaica, Puerto Rico..
- B. Lesser Antilles: Divided among various countries, particularly with Great Britain and the United States..

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LOCATION:

1. With reference to
 - a. The Tropic of Cancer..
 - b.. North American Continent.
 - c. South American Continent..

SURFACE:

- 1.. Mountainous, but many fertile valleys; shores bordered by coastal plain..

CLIMATE:

1. Warm all the year round.
2. Rainfall abundant on the northeastern slopes.
3. Wet and dry seasons.

PRODUCTS:

1. Chiefly agricultural: sugar, tobacco, coffee, and tropical fruits.

COMMERCE:

1. Trade is mostly with the United States, Canada, and the countries of Europe, where the greatest quantity of tropical products are needed.
2. Imports consist chiefly of manufactured goods.

ATTRACTION TO THE TOURIST:

1. Equable climate.
2. Wonders and beauties of volcanic and coral islands.
3. Tropical vegetation.
4. Spanish architecture.

PROBLEMS such as these can be solved while working on this course of study:

1. Why should American meat packing companies be interested in Argentina?
2. What future outlook has Argentina as a manufacturing nation?
3. Why should agricultural machinery be an important export from the United States to Argentina?
4. Of what value is the central valley of Chile to the nitrate area?
5. The best part of Chile's coastline is of little use to her. Why?
6. Chile has possibilities of becoming a manufacturing country. What are the sources of power and the possible lines of profitable manufacturing?
7. Why is the Andean plateau the natural place for the development of wool?
8. What advantages has Ecuador for producing various types of farm products?
9. The mineral wealth of the Andean countries is very great. Why have they not formed the principal exports up to date?
10. Why are the larger cities of Mexico located upon the plateau rather than along the coast?
11. Mexico is rich in minerals; yet her wealth at present is to be found in the soil. How can you account for this?
12. Why should Mexico have such a variety of climate?

- 13.. Why are the people of Central America especially in need of education?
14. Is it more difficult to build and maintain good roads in Central America than in the United States? Why?
- 15.. Limon is the world's banana port and a good illustration of what foreign commercial countries have done in Central America. Explain how they have developed in certain areas.
16. What are the drawbacks to the development of the islands of the West Indies?
17. What cities are of importance to the West Indies?
- 18.. Why are mining and forest work of small importance in comparison with the farming in the West Indies?

TOPICS for a five minutes' talk can be used to develop concepts:

1. Statue - "Christ of the Andes."
2. The Mighty Amazon.
3. The Unknown World of Central Brazil.
4. A Desert Industry: Nitrates.
5. Medicines that come from the South American Forests.
6. The Story of the Incas.

End of the Curriculum
followed in Past Practices.

-1

ACTIVITY ANALYSIS AS A METHOD OF CURRICULUM MAKING.

My belief is that by actual participation in program activities students learn as much if not more than by any other method or procedure. Such a program takes much advance planning by the teacher, but in the last analysis it reaps much benefit.

An activity program should be as varied as the students who will be participants in such a program are varied. The program should be planned so that there is much visual material. Groups are able to take excursions and make trips. There should be a provision to study vital problems of a relevant nature. Opportunity should be given to gain appreciations of pertinent literature. Illustrations can be made. Various articles can be constructed. Information gained can be presented by dramatizations, talks, bulletin boards, and the like. These are summary statements relative to specific examples of activities suggested in Chapter VI of this paper.

It is right to adjust our school work to the individual differences of children. It is right to bring out each child's individual interests and abilities. It is right to develop the children's social-mindedness. All these factors can be developed through activities in a curriculum. Activities have to be suitable to the level of maturity and ability of the children concerned, as well as suitable for the materials available. A balanced program is necessary.

THE HYPOTHESIS ON WHICH THIS STUDY IS BASED

NEEDS:

PROBING PUPILS' PREJUDICES

The treatment of Spanish--speaking minorities within the United States helps determine the success or failure of the "good neighbor" policy throughout the Western Hemisphere.

The program that will finally banish racism today is called "making democracy work."

Only the people themselves can really end racial discrimination through understanding, sympathy, and public action.

Although United States school children pledge allegiance to their flag, and conclude their pledge "with liberty and justice for all," how few of them have the true purport of the words!

Discover outstanding prejudices of pupils by questions on a check-list. The check-list was unsigned and merely had the checkmarks of each pupil. The same check-list was presented before and after the teaching of the course of study on Latin America. Results showed that after conditioning today's youth can be-come much more tolerant than they were before the program of conditioning was carried on..

Following is a copy of the check-list:

DO YOU THINK THAT --

ALWAYS

SOMETIMES

NEVER

1. Schools in Latin America
are similar to schools in
North America?
2. English is a required sub-
ject in the schools of Lat-
in America?
3. Houses in Latin America are
similar to the houses in
North America?
4. Transportation facilities
in Latin America are as
adequate as transportation
facilities in North America?
5. Brazil is an agricultural
country?
6. The seasons in Argentina are
similar to the seasons in
the United States?
7. The location of Latin America
makes for different living
conditions than those in the
United States?
8. Live stock raising is as
essential to the people in
Argentina as live stock rais-
ing is to the people in the

continued:

DO YOU THINK THAT --

ALWAYS SOMETIMES NEVER

mid-west of the United
States?

9. Religion plays a dominant
part in lives of Latin
Americans?

10. Large cities in Latin Amer-
ica like Buenos Aires, etc.,
are similar to large cities
of North America like New
York, etc.?

11. Natural resources in Latin
America are as well devel-
oped as the natural resources
in North America?

12. Governments in Latin America
are as stabilized as govern-
ments in North America?

UNDERSTANDING PROBLEMS CONFRONTING PEOPLES.

Latin America as a whole is an area of relatively thin population and settlement. This results in a lack of sufficient labor or capital for the more intensive forms of land use. Thus the large area of land fails to support more than a scanty population..¹

Our Latin American neighbors to the south are fundamentally like the inhabitants of North America; they are people with ambitions and hopes similar to our own. They are struggling with the **same** pressing problems and basic needs - food, shelter, clothing, health, protection from aggression, the right to live, the love of family, and the love of country..²

Diversity of race and culture in present-day Latin America is to be attributed not only to the native inhabitants but also to the European conquerors. There are many important contrasts to be noted between Spaniards and Portuguese, and both these groups, before they left the old world, had already developed an extraordinary diversity of racial and cultural elements. '

Diversity of the physical conditions of the land is another problem confronting the peoples. From the Andes to the Amazon, from the richest supply of iron ore to the world's only supply of nitrate, considered in the light of the needs of an Occidental commercial people, many of these natural resources seem to be poorly located or to combine poorly with other resources. '

1. James, Preston E. LATIN AMERICA. New York: The Odyssey Press, 1942. P. 828; P. 12; P. 18.
2. Delaney, Eleanor C. LATIN AMERICA. New York: Teachers' College, Columbia, 1943. P. 5.

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COMMERCIAL RELATIONS BETWEEN THE UNITED STATES
AND LATIN AMERICA.

In order to secure full cooperation from South America, the United States must be prepared to offer substitutes for European markets that formerly supplied the commercial lifeblood of the Latin nations. ¹.

The viatal need is for a constructive program that will relieve Latin America of its dependence on the export of raw materials. ¹.

The trade of the United States with Latin America is chiefly in commodities which are purchased in time of prosperity, but which may be dispensed with in time of depression.. This includes various kinds of machines from locomotives and mining machinery to sewing machines and electrical devices. With the rise of manufacturing industries in Latin America, the competitive position of the United States is benefited, for the higher the purchasing power in Latin America, the more these articles from North America will be in demand. These products of the Latin American factories, however, cannot be payed for unless Latin American goods - either raw materials or manufactured articles - are admitted to the United States, whether or not they seem to compete with our own products. ².

1. Griswold, Lawrence. THE OTHER AMERICA. New York: G. P. Putnam's Sons, 1941. P. 340-341..

2. James, Preston E. LATIN AMERICA.. New York: The Odyssey Press, 1942. P. 843-849.

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DEPARTMENT OF THE HISTORY OF ARTS AND ARCHITECTURE

THE HISTORY OF ARTS AND ARCHITECTURE

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INTERGROUP UNDERSTANDING, RESPECT, AND
GOOD-WILL.

In order to develop this intercultural education, three different approaches may be used. "

First there is the emotional approach. In order to develop this emotional approach, guest assembly programs, including music, drama, and oratory may be used to give students an opportunity to see and hear stimulating representatives of various culture groups within Latin America. Students can then plan follow-up programs.. "

There is also the situational approach. This can be done by having smaller face-to-face group meetings and teas in which representative students have the opportunity to meet and converse with interesting representatives of Latin American groups.. "

Last, the intellectual approach could be used. Facts about the cultural heritage of the Latin Americans and their contributions to American life can be thus presented in the classroom. '.

North America travels toward social democracy, toward a kind of society in which men are at heart fraternal. The public schools are striving to develop social attitudes in keeping with social democracy.. As more interest is aroused in Intercultural Education, and as more people become qualified instructors in the field of Intercultural Education, the American public schools will have a tendency to become even more socially democratic.

1. DuBois, Rachel Davis. BUILD TOGETHER AMERICANS, ADVENTURES IN INTERCULTURAL EDUCATION FOR THE SECONDARY SCHOOL.

New York: Hinds, Hayden & Eldredge, Inc., 1941.. P. 55..

THE HISTORY OF THE

REIGN OF

CHARLES THE FIRST

BY

JOHN BURNET

OF THE UNIVERSITY OF OXFORD

IN TWO VOLUMES

LONDON

Printed by J. Streater, at the Sign of the Gun, in St. Dunstons Church-yard, 1679.

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LONDON

A social democracy must be operated on the basis of "liberty, equality, and fraternity," - all three. The spirit of fraternity is most needed to make democracy safe for the world. /

The newspaper and the radio play an important part in helping to make people more socially democratic. People respond to what they see, what they read, what they hear. If people are given the opportunity to see, to read, and to hear that which will contribute to making them more socially democratic, their response will be even greater.. It is the duty of all engaged in newspaper and radio work to do everything in their power to see that in an unobtrusive way, people are able to assimilate valuable bits of knowledge which will help them to think with an analytical mind, an open, analytical mind, and hence draw conclusions which will be beneficial to members of all societal groups.. Until this is done, America will never be able to become truly socially democratic..

- 1.. Mahoney, John J.. FOR US THE LIVING. New York: Harper and Brothers, 1945..

CHAPTER II

THE OBJECTIVES OF TEACHING GEOGRAPHY

GEOGRAPHY IN GENERAL

1. To build intergroup understanding, respect, and good will.
2. To provide motivation for the study of the cultural backgrounds of the Latin Americans.
3. To provide for the need of breaking down the barriers of prejudice.
4. To develop more appreciative attitudes toward the Latin Americans.
5. To develop the skill of getting along more harmoniously with members of these Latin American groups.
6. To ascertain more facts about the cultural contributions of the Latin Americans.
7. To foster an increased sensitivity to the problems of everyday relations which members of minority groups have to face and a consciousness of what all this means in terms of democracy.
8. To form an increased ability to interpret data found in newspapers, magazines, cinema, etc., in relation to the problem.
9. To formulate a rich American culture.
10. To maintain the aim: brotherhood of mankind.
11. To understand and appreciate human relationships. It is the duty of every citizen to participate and cooperate for the good of all.

12. To promote worthy civic ideals, attitudes, habits, etc..
13. To instill in each pupil love and respect for our country.
14. To develop the feeling that our form of government is the best that has been devised.
15. To teach pupils that in a democracy, every privilege entails its responsibility..
16. To provide opportunity for the development of individual pupils by careful assignment of work.
17. To emphasize the fact that we are living in a rapidly changing world which requires constant readjustment for all.
18. To become acquainted with the contributions of the past showing how man has made use of his environment.
19. To provide an appreciation of our social heritage.
- 20.. To encourage habits of inquiry.
21. To encourage research for solution of problems.
22. To develop powers of critical judgment and weighing of relative values..
23. To instill appreciation for our way of life.
24. To help develop the concept of democracy..
25. To teach respect for law.
26. To stimulate thinking about social problems.
27. To develop tolerance.
28. To develop appreciation of the progress in better living made in the present and in the past.
29. To make children aware of the conditions that improve or retard living.
30. To encourage cooperation..

A. C.

E.

F.

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N.

O.

P.

Q.

R.

31. To give a knowledge of the background which contributed to our way of life.
32. To promulgate a loyalty to the democratic way of life.
33. To aim for improved social adjustment.
34. To train children for intelligent and useful citizenship.
35. To stress the vital theme of "good neighbor."
36. To teach map and globe reading to children in order that they may visualize the world as a whole.
37. To get the children to develop the feel of various Latin American countries from studying pictures that are truly characteristic of the places they represent.
38. To develop a subtle process of building desirable attitudes.
39. To feel respect for other people.
40. To have regard for the problems of other people.
41. To encourage responsibility for the use of natural and human resources.
42. To encourage kinship with all the world.
43. To foster the ultimate aim of "a better world."
44. Make real to the children the changing ways of living in the Western World through historical geography.
45. Strees INTERDEPENDENCE, of nation and world.
- 46.. Stress the vital need for a conservation of natural resources if they are to continue serving us..
47. To discover what makes a country poor or rich.
48. To discover influence of natural barriers.
- 49.. To learn the advantages of Air transportation.

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- 50.. To ascertain that the heart of geography is the recognition of constant changes in man's activity and in the world around him.
 51. To help the children lay a solid foundation for good citizenship.
 52. To look at the different parts of the world through the eyes and hearts of the people who live there.
 53. To consider realistically the problems of other people..
 - 54.. To feel responsibility for the intelligent use of natural resources.
 55. To acquire respect for the work men do.
 56. To develop a fine appreciation of our neighboring countries.
 57. To cultivate a sense of regional differences and similarities: the idea of how environment differs from place to place and how human life varies from area to area.
 58. To teach the idea of relationship: relationship of life to natural conditions..
 - 59.. To teach that men all over the world are fundamentally alike, but that their society differs because it represents adjustments to different sets of conditions..
 60. To develop the concept of country.

LATIN AMERICAN GEOGRAPHY IN PARTICULAR

1. To analyze our relations with Latin America.
2. To develop a better understanding of Latin America.
3. To formulate a good neighbor policy..
4. To discover why South America can be called "our sister continent."
5. To establish a closer tie between the United States and the nations of Latin America.
6. To develop the need for thinking hemispherically..
7. To promote understanding and friendship between the American Republics.
8. To develop an understanding of the social and economic problems of our neighbors.
9. To appreciate the history and culture of our neighbors.
10. To show how our neighbors are something like us because of location..
11. To show how our neighbors are somewhat different because of their special location.
12. To get a better understanding of people in their particular environment and why they live as they do..
13. To develop friendly feeling toward these countries.
14. To create respect of our neighbors because of their contributions to the world.
15. To broaden our experiences and gain information that will help us to think intelligently and without prejudice about other nations and races.
16. To acquaint children with a type of life different from theirs.

17. To teach the story of the growth of civilization in this continent.
18. To teach sympathetic attitudes and ability to formulate sound opinions.
19. To increase knowledge of how environment affects people's lives.
20. To become acquainted with some of South America's leaders of the past.
21. To consider Latin America's contributions to the world.
22. To stimulate continued interest in inter-American affairs.
23. To establish right attitudes toward people of Latin America in order to further our friendly relations..
- 24.. To create feelings of respect, sympathy, and mutual understanding between our people and the Latin Americans..
25. To evolve appreciation of ways in which the Latin Americas have adapted their mode of living to their environment..
26. To gain knowledge of (a) Geographical situation, (b) Food, clothing, shelter, occupations, and leisure activities, (c) Plant and animal life, (d) Transportation facilities, (e) Customs of Latin American people and their history.
27. To point out similarities and differences in Latin American life and our own life, thereby fostering our mutual understanding..
28. To discover why the differences between the countries of North and South America exist.
29. To develop an attitude of friendly interest which will help to link the Americas in mutual respect and to promote

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better understanding of problems to be met.

30. To gain an understanding and appreciation of the background of present-day South American culture..
31. To learn how topography, climate, and other natural factors affect human life..
32. To gain an ability to evaluate sources of information.
33. To increase ability to work and plan in groups, as well as individually..
- 34.. To develop better understanding between the Americas by study of the geographic features and its reasons for being as it is at present.
- 35.. To study the people and their customs..
36. To acquire knowledge of natural resources and cultural life of Latin America.
37. To bring about better relationship between Latin America and the United States.
38. To compare the child's own environment with the environment of the children in Latin America.
39. To awaken the child's lasting interest in the people of Latin America so that the interest will extend beyond his school life.
40. To gain more appreciative attitudes toward the Latin American peoples.
41. To develop the skill of getting along more harmoniously with members of the Latin American groups..
42. To gain a knowledge of more facts about the cultural contributions of the Latin Americans.

- 43.. To gain an increased ability to interpret data found in newspapers, magazines, and movies in relation to the Latin Americans..
44. To develop a richer American culture..
45. To understand better our Latin American neighbors, to appreciate their contributions to total hemisphere welfare, and to think through some of the vital problems affecting mutual cooperation among all nations concerned.
46. To gain an analysis of our relations with Latin America.
47. To gain an understanding of how Latin America serves the United States in industry, in defense, in music.
- 48.. To aid the class in gaining an appreciation of the arts and crafts of modern Latin America.
- 49.. To gain a real understanding of the problems facing the governments in Latin America today.
50. To show the great possibilities of countries so rich in beauty and in natural resources.
- 51.. To learn some of the history of Latin America in order to better know their customs and traditions.
- 52.. To understand the desirability of a good neighbor policy between the United States and Latin America.
53. To acquaint the people of the United States with the history, inhabitants, customs, and culture of their southern neighbors.
54. To create a greater interest in Latin America.
55. To help to understand thoroughly and to appreciate the individual culture, characteristics, and progress of our

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neighbors to the south..

- 56.. To explain the development of the Republics by retelling the stories of their national heroes and their history-making deeds.
57. To describe the people of Latin America and their way of life.
58. To show how Latin American industries are affected by the climatic and physical characteristics of their lands.
59. To promote the mutual spirit of cooperation in supplying and supplementing each other's needs.
- 60.. To teach adequate and accurate information about Latin America..
61. To develop an increased awareness of the strategic, commercial, and cultural interdependence of the Americas.

SUMMARY

After completing this study, the children had developed an attitude of friendship, a greater appreciation of the background of Latin America, and a more appreciative understanding of the customs of their Latin American neighbors.

Intercultural education and international understanding are the most important obligations of the school.

Only thus can the meaning of the following theme be realized:

Latin America serves you

in defense,

in industry, and

in music.

We depend on Latin America.

CHAPTER III

GEOGRAPHIC FACTS WITH REFERENCE TO LATIN AMERICA

LAND AND CLIMATE

The average American knows very little concerning the Latin American countries. He thinks of Latin America chiefly as a land of steaming heat with waving palms and lazy natives, unaware that the southern part has a climate much like our own. He does not know of South America's great cities like Buenos Aires or Rio de Janeiro or Santiago.¹

Did you know that Latin America is nearly three times the size of the United States and that its population of 130 million people is nearly as great as that of our country?²

Latin America enjoys many different types of climate, for it extends from our own southern border more than 7,000 miles down to the bitter cold of the Antarctic.²

Below the southern border of the United States lie Mexico, the West Indies, and the several republics of Central and South America. To live in peace and harmony with the Latin American countries as Good Neighbors, we should know more about each of these countries, their people, and their development. Understanding their customs, becoming familiar with their history and folklore, and recognizing the effect of geography and climate on the

1. Duggan, Stephen. THE TWO AMERICAS. New York: Charles Scribner's Sons, 1934.

2. West, Wallace. OUR GOOD NEIGHBORS IN LATIN AMERICA. New York: Noble and Noble, Publishers, Inc., 1942. P. 367-377

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life of the people and their occupations are the keys to becoming Good Neighbors.¹

Most of Latin America lies within the hot equatorial zone, with only northern Mexico and the narrow southern tip of South America in the temperate region. Because of its tropical location, most of the white people live in the highlands to escape the heat.²

Latin America contains more than eleven million square miles of territory, with South America occupying between seven and eight million square miles of the total area. It is almost four times as large as the continental United States, and almost twice as large as the United States and her possessions.²

Latin American countries spread over nearly 90 degrees of latitude in the Northern and Southern hemispheres. Within this vast expanse there are twenty independent nations and several dependent states.³

This immense and complicated region can be divided into three broadly different areas:

1) The lands and seas which mark the transition from North America to South America.

1. West, Wallace. OUR GOOD NEIGHBORS IN LATIN AMERICA. New York: Noble and Noble, Publishers, Inc., 1942. P.367-377
2. Delaney, Eleanor C. LATIN AMERICA. New York: Teachers College, Columbia University, 1943.
3. Bradley, John Hodgdon. WORLD GEOGRAPHY. Boston: Ginn and Co., 1945. P. 404-445

2) The predominantly tropical lands, which occupy the broad northern portion of South America.

3) The predominantly "temperate" lands which occupy the narrow southern portion of South America.'

In this classification of Latin American lands, each subdivision contains one country which is larger than all the neighboring countries combined. Mexico is the giant of the northern area, Brazil of the central area, and Argentina of the southern area. These three countries are not merely vastly larger than their neighbors; they are also vastly stronger both economically and politically.'

There are strong points of resemblance between the surface of the United States and that of Latin America. Both have a great range of high mountains along their western coast. Theirs are longer and higher than the east coast mountains. The Andes Mountains along the entire west coast of South America are the longest and least broken mountains in the world. Both have a shorter lower mountain range in the east. The highlands of Brazil and Guiana are very much like the Appalachian Mountains of North America. Between the mountain ranges in each continent is the great central plain. In South America, this great plain has three major divisions: the valleys of the Orinoco, the Amazon, and the Paraná-Paraguay Rivers.²

1. Bradley, John Hodgdon. WORLD GEOGRAPHY. Boston: Ginn and Co., 1945. P.404-445
2. Delaney, Eleanor C. LATIN AMERICA. New York: Teachers College, Columbia University, 1943.

More than half of Latin America is in the hot equatorial region, with little change in temperature the year round. The only marked difference is the amount of rain, for the rainy and dry seasons divide the year. Distinct zones of climate are to be found, with temperature and vegetation varying according to the altitude, at the same latitude. By ascending a mountain, one may go from subtropical heat to perpetual snow.¹

The east coast is cooled by winds from the sea; and the west coast, south of the equator, is cooled by the soft wind which blows toward it from cooler regions and by the Antarctic Humboldt Current.¹

South of the equator, the seasons are opposite to ours, and Christmas is celebrated in the middle of summer.¹

The Andes form an almost complete barrier to east and west communication. The Orinoco, Amazon, and La Plata river systems are admirable means of communication, but the swamps and forests that adjoin them are a hindrance to road construction and to settlement.²

High mountains and equatorial jungles, lofty temperate tablelands, and swampy seacoasts - too hot for healthful living: this is nature's setting for Colombia.³

1. Delaney, Eleanor C. LATIN AMERICA. New York: Teachers College, Columbia University, 1943.
2. Duggan, Stephen. THE TWO AMERICAS. New York: Charles Scribner's Sons, 1934.
3. Woerner, Lee and Willard, Howard. COLOMBIA, VENEZUELA. GRADE TEACHER, Feb. 1943. P. 18 - 19; 81.

Knowing only the physical characteristics of these Latin American Republics - their size, location, mountains, rivers, and climate - is not knowing them as we would know a neighbor and a friend. If we are really to be Good Neighbors of these Latin American Republics, we must learn all about them - their history, their culture, their importance, and our relations with them in the past.

There exists a cultural unity among the Latin American countries - a unity rooted deeply in language, religion, customs, character, virtues, and weaknesses. Even the huge mountain ranges, the coastal swamps, and other natural barriers which separate these nations and which made communication difficult for many centuries do not weaken these ties, for the twenty independent Latin American nations are united in common interests almost as closely as the forty-eight states of our United States.

The people of Mexico are divided into three groups: many Indians, a few Spanish, and a mixture of Spanish and Indian.

The inhabitants of Panama consist of whites, Indians, negroes, and people of mixed descent. Many negroes were brought by the French to build the canal, and some of these have remained.

The people of Central America are largely Indians, mestizos, and Negroes. The few white people are mostly of Spanish descent.

1. West, Wallace. OUR GOOD NEIGHBORS IN LATIN AMERICA. Op. Cit.
2. Winslow, I. O. OUR AMERICAN NEIGHBORS. Boston: D. C. Heath & Co., 1925. 200 p. P. 70.
3. Atwood, Wallace W., and Thomas, Helen Goss. THE AMERICAS. Boston: Ginn & Co., 1936. P. 284-299.

Large numbers of the people in South America are mestizos, or people of mixed white and Indian blood. Many of the mestizos are poor and ignorant, but there are many others who are well educated and who hold important positions in government and business.'

There are still many pure-blooded Indians left in South America - many more than in North America.'

In the warmer parts of the continent there are also a good many Negroes and people of mixed Indian and Negro blood.'

In some of the South American countries most of the people are white. Many of them are descendants of the early Spanish and Portuguese settlers, but there are large numbers who have come to South America more recently. Among them are people who have come from Spain, Portugal, Italy, Germany, and other European countries, or whose parents or grandparents came from there.'

Although there are white people in all the South American countries, the greatest numbers are in the southern, or temperate, part of the continent. This is the part where most of the newer settlers from Europe have chosen to make their homes.'

In the Guianas the colonies are thinly populated. There are no railroads leading into the interior, and so most of the people live along the coast. Scattered through the tropical forests of the interior are tribes of Indians who live much as those of the Amazon Lowlands do. The rest of the people are largely Negroes

1. Atwood, Wallace W. and Thomas, Helen Goss. THE AMERICAS.
Op. Cit. P. 258, 268.

and East Indians; that is, people from the East Indies in Asia.'

Although white men conquered and settled Ecuador, Peru, and Bolivia so long ago, the Indians make up more than half the population today. In the cities, however, there are many white people, most of whom are descendants of the early Spanish settlers. As you would expect, there are also many mestizos.'

1. Atwood, Wallace W. and Thomas, Helen Goss. THE AMERICAS
Op. Cit. P.275.

PEOPLES

The European people who settled in these countries came chiefly from Spain and Portugal. Spanish and Portuguese are the chief languages spoken there today. These languages grew out of the old Latin language, and for that reason all America south of the United States is known as Latin America.¹

Besides the people who are descended from early Spanish and Portuguese colonists there are many Indians in Latin America. There are many people who are descended from part Indian and part white. There are also many Negroes, some people with a mixture of white and Negro blood, some with a mixture of Indian and Negro blood. There are also people who were born in Germany, Italy, Japan, and several other countries, who came in recent years to live in Latin America.¹

Mexico - Our Neighbor to the South

Our nearest neighbor among the Spanish-American countries is the republic of Mexico. Many of the early Spanish settlers married Indians, and today more than half of the Mexican people are of mixed Spanish and Indian blood. There are also large numbers of Indians. Only about one tenth of the population is made up of white people, who are chiefly of Spanish descent.²

The people of Central America are largely Indians, Negroes, and Spanish-Indians. The few white people are mostly of Spanish descent.²

1. Bradley, John Hodgdon. WORLD GEOGRAPHY. Op. Cit.

2. Atwood and Thomas. THE AMERICAS. Op. Cit.

Puerto Rico

Puerto Rico, with a population of 1,869,255 people, is a country densely populated by Indians, Negroes, Spanish and whites.'

British Honduras

The population of 1,869,255 people in British Honduras is mostly Indian. There are less than a thousand white people in the whole 8,598 square miles; most of the population have a combination of white and Negro blood with the Indian.'

Following is first-hand information concerning one section of Latin America visited during World War II. The letter was written by H. Clark Pritchard to Mr. and Mrs. Herbert C. Pritchard of Milton, and is used with permission of H. Clark Pritchard.

Las Piedras, Venezuela
August 29, 1946

"Dear Folks,

"The first place we stopped at was Curasol on the island of Curaco, which is just off the coast of Venezuela. Then we stopped at Puerta La Cruz on the mainland of Venezuela.

"The climate is typical of most tropical countries--very hot with a thunder shower almost every afternoon. Occasionally they get a real downpour that changes the

1. Thompson, Holland. MEXICO, CENTRAL AMERICA, WEST INDIES. LANDS AND PEOPLES, Part 27. New York: The Grolier Society, Inc. 1940. P. 33.

barren terrain to mud and gullies. Puerto La Cruz is about the size of Quincy proper. There are two streets that are actually paved. The rest are so bumpy that autos have to stay in low gear most of the time. Mules, pigs, goats, dogs, and naked children run loose about the streets. The people are hot-headed and generally hostile to foreigners.

"The section where the American employees of the oil company live is fenced and guarded strictly. It seems to be a common occurrence for sailors and American employees to be robbed and shot. It is useless to seek police protection because they are as bad as the citizens and are only in office for a short time, due to the frequent changes of government.

Elections are a common occurrence, with the accompanying campaigning, rioting, and shooting.

"The machete is standard equipment hanging from a native belt. It is a curved knife with a wide blade about two feet long. Before we were allowed out of the fence previously mentioned, we were searched by the Venezuelan National Guard and relieved of any weapons, which left us at quite a disadvantage. But, as usual, if a man minds his own business, and doesn't go down too many dark alleys, at night alone, he is reasonably safe. Americans are always lavish with their money and natives are always eager to barter.

"Well, that is all I can think of for now,

Your loving son,

Clark"

RESOURCES

Latin America is potentially one of the richest sections of the world.¹

Latin America is the home of the white and sweet potato, tomato, red pepper, cassava, maize, and peanut; the Brazil nut, avocado, guava, and cacao; the coca from which the medicine cocaine is made, and the cinchona which is the source of quinine; yerba mate, the shrub which furnishes the tea so popular in many parts of South America; tagua palm, the source of the "vegetable ivory" from which buttons are made; quebracho wood, one of the hardest woods known, and balsa wood, the lightest; tobacco; and rubber.

Latin America produces great quantities of cotton, coffee, sugar cane, citrus fruits, corn, and wheat.¹

From the pampa region comes alfalfa on which millions of the cattle feed; one-fifth of the world's supply of wheat and flour, two-thirds of its corn, and nearly three-fourths of its flaxseed.¹

Minerals are one of the chief sources of wealth in Latin America;--rich copper deposits of Peru and Chile, silver and oil deposits in Mexico, nitrates of Chile, tin ore of Bolivia, gold-silver - copper - and tin which are found in the Andes, petroleum and asphalt of the coastal lowlands, and the vast deposits of iron ore especially in the ancient rocks of Brazil.¹

1. Delaney, Eleanor C. LATIN AMERICA. Op. Cit.

About half of Latin America is forested, and the potential value of these forests is great. The forest industries are still in their infancy, but better means of transportation will increase their importance.¹

Most of the countries of Latin America are not only primarily agricultural but one-industry countries. Argentina and Uruguay are almost wholly given over to agriculture and grazing; coffee raising surpasses other industries in Brazil and Colombia; Chile is largely dependent upon the mining of nitrates and copper; Bolivia upon the mining of tin; the Caribbean countries upon the cultivation of sugar and fruits, chiefly bananas, though coffee in Columbia and oil in Venezuela are of first importance.²

South America has vast resources.³

The West Indies are of interest and value to the people of temperate North America and Europe. They supply tropical products to the temperate lands, and they provide valuable markets for manufactured goods. Besides this, their location makes some of them convenient stopping places for ships going from Europe or the eastern United States, through the Panama Canal to Pacific ports. For this reason there are fueling stations and naval stations on some of the islands.⁴

1. Delaney, Eleanor C. LATIN AMERICA. Op. Cit.
2. Duggan, Stephen. THE TWO AMERICAS. Op. Cit.
3. White, Rufus Austin. SOUTH AMERICA TODAY. New York: A. Flanagan Company, 1941. 254 p.
4. Atwood and Thomas. THE AMERICAS. Op. Cit. p. 247

Central America has great natural resources, but, except where white men have established plantations, the resources are poorly developed. Most of the Indians, mestizos, and Negroes are poor and ignorant, many are unhealthy, and few care to work hard. More white men are needed to start plantations and to fight the tropical diseases.'

People often call South America the "land of opportunity" because there is a chance for many more people to make a good living there.'

Many of our business men have invested money in South American mines, plantations, and ranches, and in that way we are taking part in the development of the resources of the continent.'

We also have many business interests in Mexico, because men in our country own railroads, mines, ranches, and plantations there, and because the Mexicans carry on more trade with our country than with any other. We need sisal hemp, metals, hides, and other products of Mexico, and the Mexicans need many of our manufactured goods. This trade is helpful to both countries, but it might be much greater. What the Mexicans need most is to adopt modern methods of mining, farming, and other work. Then they will have more products for trade with our country and other countries, and they will be more prosperous.'

South America provides valuable markets for products of the

mill and factories of our country and Europe, and we, in turn, provide valuable markets for the products of the farms, ranches, and mines of South America.'

We need the coffee, bananas, sugar, rubber, tin, and other products of Latin America; and they need our manufactured goods, automobiles, and agricultural and industrial machinery.²

With the republics bordering the Caribbean Sea, the United States carries on most of its Latin American trade. Nearly half American business men have realized the importance of this area and have invested billions of dollars in their agriculture, mining activities, and transportation services. A number of important steamship lines, such as the Grace Line, the United Fruit Company, the Clyde Mallory Lines, and others make regular sailings to the principal ports in this area in normal times. The Grace Line also calls at the West Coast ports in Ecuador, Peru, and Chile while the Moore-McCormack Line runs from New York to Brazil, Uruguay, and Argentina. Mexico can be reached by railroad. In addition, all of these countries are connected with the United States by the Pan American and Panagra Air Lines. With the exception of Mexico, the Caribbean countries must import most of the manufactured articles they use; and we in turn need their tropical products which cannot be grown in this country, such as coffee, rubber, bananas, cacao, cinchona, chicle, henequen, mahogany, and their

1. Atwood and Thomas. THE AMERICAS. P. 298. Op. Cit.

2. West, Wallace. OUR GOOD NEIGHBORS IN LATIN AMERICA. Op.Cit.

strategic minerals for war and peace.'

Our share in the trade of the remaining eight South American Republics varies greatly, according to the country. Brazil, of course, is our best customer and we are her best customer as we drink more of her coffee than any other nation in the world. We buy about one-fourth of the exports of the western Republics of Bolivia, Chile, Ecuador, and Peru. A large part of these exports consists of minerals from the mountainous sections of the Andes. Bolivia sends us tin.'

Most of the world's rubber which once came from the Amazon Valley now comes from the East Indies.'

In 1938 we took only five per cent of Latin America's meats, eight percent of her wool, and none of her wheat or corn.'

Oil was Latin America's largest export item. In 1932 she sold over 317 million dollars' worth of oil which was shipped largely to England, the United States and the Netherlands. Other mineral products that the Latin American Republics export in large quantities are: copper, tin, lead, zinc, tungsten, antimony, manganese, and nitrates.'

People usually think of the Latin American Republics only as producers of raw materials. But some of these countries are becoming practically self-sufficient in the manufacture of things they need, such as shoes, clothing, and other consumer goods.'

Mexico is a country of great natural resources, but they are

not well developed. That means that Mexico has valuable farm lands, forests, minerals, and streams, but that the people have not been able to make the best use of them. One reason for this is that many of the people are poor and ignorant, and as they can not buy machinery, they do their work in slow, old-fashioned ways.

Mexico's geography and her products are more varied than those of any other area of similar size. These products range from hemp to gold, from copper to coffee, from petroleum to oil from the castor bean.²

Mexico is the second largest producer of rubber in the Western Hemisphere.²

Among the world's foremost producers of silver, antimony, lead, mercury, zinc, and graphite, Mexico is increasing her output of these.²

From Costa Rica comes coffee. Bananas are Costa Rica's second export crop.³

Experimental plantations for rubber have been under way for some time in Costa Rica.³

Because nearly every crop grown from Cape Horn to Oregon flourishes at some altitude in Costa Rica and every month is planting time, Turrialba was chosen as the site of the Inter-

1. Atwood and Thomas. THE AMERICAS. Op. Cit.

2. MEXICO. Washington, D.C.: Coordinator of Inter-American Affairs, Commerce Department Building, July, 1944.

3. COSTA RICA. Washington, D. C.: Coordinator of Inter-American Affairs, Commerce Department Building, August, 1944.

American Institute of Agricultural Sciences, opened in 1943.¹

Within recent years, Nicaragua has become seventh country in the world's gold production. Gold-mining is government-regulated and is largely done by big Canadian and United States companies.²

Most Nicaraguans work the land. There are still many great estates, given over generally to the production of fine-flavored coffee, and still the paradox of a relatively large urban population in an agricultural nation.²

Some corn and rice and exported, as is sugar.²

Cattle has been important in the highland plateau since colonial days.²

From Honduras, gold and silver are exported. The main Honduran product shipped to the outside world, however, is the banana, grown on the hot, wet lands bordering the Caribbean, which have been drained, cleared, and planted in over thirty-five thousand acres of banana trees.³

Honduras is expanding its production of such strategic materials as fibers, rubber, mahogany, and fish oils.³

Abaca has been introduced into Honduras, and henequin, used for binder twine, is grown in the southern part of the country, while kapok, needed for life-preservers and as an insulating

1. COSTA RICA. Coordinator of Inter-American Affairs. Op. Cit.
2. NICARAGUA. Washington, D. C.: Coordinator of Inter-American Affairs, Commerce Department Building, July, 1944.
3. HONDURAS. Washington, D. C.: Coordinator of Inter-American Affairs, Commerce Department Building, July, 1944.

material, is being collected from wild plants and cultivated.'

A number of drugs from Honduras, including sarsaparilla, balsam of Tolu, liquid amber, and copaiba have been employed in medicines for many years.'

Silver is the chief metal mined in Honduras.'

There is hunting in the mountains for bears, pumas, leopards, and panthers.'

El Salvador's material contribution to World War II victory lies in an increased output of rubber, experiments with cinchona for quinine, and the production of derris root for the insecticides badly needed by the United Nations. ~

A greater acreage is devoted to corn than to coffee, but coffee is more important in El Salvador's economy, at one time accounting for more than ninety per cent of all exports. ~

The vegetable dye, indigo, was once one of El Salvador's most valuable exports. Since the discovery of synthetic indigo, its importance has declined but the natural product still finds a market in Peru and Mexico. ~

El Salvador also exports an ointment called "balsam of Peru" used in surgery and in the treatment of skin diseases. It is valuable for its antiseptic qualities. ~

1. HONDURAS. Coordinator of Inter-American Affairs. Op. Cit.
2. EL SALVADOR. Washington, D. C.: Coordinator of Inter-American Affairs, Commerce Department Building, August, 1944.

Stock raising is still important in El Salvador.¹

Gold and silver mines still yield considerable income.¹

In the Pacific lowlands of Guatemala are hot, fertile, tropic lands in which are found many jungle animals such as tapir, deer, armadillo, puma, and jaguar, and in the this section beef cattle, bananas, cotton, and sugar cane are raised.²

In the jungle area, the Peten region is relatively undeveloped although the Sapodilla tree is tapped for the basic ingredient of chewing gum (chicle).²

Bananas and other tropical products come from the eastern coastal lowlands.²

The largest exports from Guatemala are coffee, bananas, sugar, timber, and chicle.²

In Cuba some gold, silver, and copper are mined.³ Cuba's strategic metals are flowing to United States production lines. Output of manganese and chrome, both essential in the making of steel, has greatly increased. Nickel deposits are being developed, and the mining of iron ore expanded. Chrome is important to the United States. Among the other American republics, Cuba ranks second only to Brazil in manganese output and is fifth in copper production. She is second among hemisphere nations in the export

1. EL SALVADOR. Coordinator of Inter-American Affairs. O . Cit.
2. GUATEMALA. Washington, D. C.: Coordinator of Inter-American Affairs, Commerce Department Building.
3. CUBA. Washington, D. C.: Coordinator of Inter-American Affairs, Commerce Department Building, August, 1944.

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of henequin, and her exports of cattle hides and calfskins, nickel, and iron are large. 1

Cotton, tobacco, and sugar are grown in Cuba. 1

Coffee in 1942 was forty per cent of Haiti's export values, although cotton, bananas, and sisal are grown. 2

Tobacco is the chief export of the Dominican Republic. 3
After Brazil, the republic is the largest hemisphere producer of cacao (for cocoa and chocolate).. Coffee is the third largest export. 3

Sugar processing is the chief manufacturing industry of the Dominican Republic. 3

In British Honduras a few forest products such as chicle and mahogany are sold each year. Logging is very difficult. Much of the land is swampy.. Many of the more valuable trees are widely scattered, and it is hard to build roads in the dense forest. 4

Sugar cane is the most important money crop in Puerto Rico, but there are tobacco farms and coffee is grown. Some land is used for food crops, such as bananas, corn, and beans.. Oranges and grapefruit also are grown in a few places. 4

1. CUBA. Coordinator of Inter-American Affairs.. Op. Cit..
2. HAITI.. Washington, D. C.: Coordinator of Inter-American Affairs, Commerce Department Building, July, 1944.
3. THE DOMINICAN REPUBLIC. Washington, D. C.: Coordinator of Inter-American Affairs, Commerce Department Building, August, 1944.
- 4.. Barrows, Harlan H., Parker, Edith Putnam, Sorensen, Clarence Woodrow.. THE AMERICAN CONTINENTS.. New York: Silver Burdett Co., 1946..

South America is thinly populated, and there are vast stretches of land suitable for plantations, farms, and pastures, which have not yet been used. People often call South America "the continent of opportunity" because there is a chance for many more people to make a good living there. ¹

Argentina's natural resources are almost completely agricultural. The great central pampa, comprising about one-fifth of the national area, produces the things that give Argentina her economic status in the world. Among these commodities, meat, linseed, wheat and flour, corn, wool, hides, quebracho, cotton, oats, barley, fruits, and dairy products predominate. ²

The country has great forest reserves, more than one hundred and twenty-three million acres. ²

While Argentina's mineral resources are not as vast as those of other American republics, she does have substantial petroleum deposits, which produce sixty-five per cent of the country's needs.

Besides her meats and cereals, Argentina produces quantities of sugar, rice, tobacco, potatoes, grapes, wines, and other food-stuffs for domestic consumption. ²

Brazil produces almost three-fifths of the world's coffee, is the second largest producer of cacao, exports large quantities of sugar, oranges, hides and skins, cotton, oils, diamonds,

1. Atwood and Thomas. THE AMERICAS. C. C. Cit.

2. ARGENTINA. Washington, D. C.: Coordinator of Inter-American Affairs, Commerce Department,

quartz, mica, and nut vegetable oils.¹

In Paraguay there are five head of cattle for every inhabitant. These reach the world market in the form of canned meat, beef extract, dried hides, and, along with other live stock products, account for more than a third of her foreign trade.²

The red soil of the republic is rich and yields more than one crop a year. Her fields (mainly in clearings in her great forests), produce enough grain to feed her people, as well as sugar cane, tobacco, and the cotton which accounts for more than a fourth of her foreign trade.²

Oil and fiber-producing plants thrive, with castor, tung, peanut, sun-flower seed and sesame oils supplementing cottonseed oil. Paraguay produces seventy per cent of the world's petitgrain oil (from bitter-orange leaves), used in the making of perfumes.²

One of the metals most commonly found in Paraguay is iron.²

A pastoral country almost exclusively, Uruguay lives off her land. Only about ten per cent of it is under cultivation, for Uruguay's prime industry is livestock. Her chief exports are wool, meat, and canned Beef, hides, skins and their by-products. She feeds herself, importing only potatoes and some tropical produce, and raises barley, corn, wheat, oranges, and linseed for export.³

1. BRAZIL. Washington, D. C.: Coordinator of Inter-American Affairs, Commerce Department Building, 1944.
2. PARAGUAY. Washington, D. C.: Coordinator of Inter-American Affairs, Commerce Department Building, July, 1944.
3. URUGUAY. Washington, D. C.: Coordinator of Inter-American Affairs, Commerce Department Building, November, 1944.

To balance this in Uruguay there are little or no natural resources of minerals. Some coal is present, but no attempt has yet been made to mine it. Quarries supply granite and marble--the latter in some seventy different colors.

Bolivia is often referred to as a "storehouse of metals." Included in her list of strategic materials are tin, tungsten, antimony, petroleum, zinc, lead, copper, bismuth, mica, rubber, hardwoods, and cinchona.¹

Inborn love of the soil plus the fact that there is still much undeveloped land, particularly in the east, could make Bolivia a strong agricultural nation. Greatest potentialities perhaps lie on the eastern side of the Andes, where generally there is ample rainfall. Coca, from which cocaine is made, is the most important crop of these valleys, but cotton, corn, coffee, cacao, beans, and sugar cane also are grown. Toward the Amazon, in the provinces of Beni and Santa Cruz are the tropical forests that produce rubber, cinchona, dyewoods, and mahogany.²

To mine and transport the mineral wealth of copper, iron, and coal, as well as to obtain nitrates from the vast beds in northern Chile, has meant the overcoming of immense difficulties. Her exports of copper lead the world.³

1. URUGUAY. Coordinator of Inter-American Affairs. Op. Cit.
2. BOLIVIA. Washington, D. C.: Coordinator of Inter-American Affairs, Commerce Department Building,
3. CHILE. Washington, D. C.: Coordinator of Inter-American Affairs, Commerce Department Building, 1944.

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Agriculture is of major importance. Its thirty eight per cent of the working population raise crops which account for thirty percent of Chile's annual income. ''

From the oil wells of Venezuela flows enough oil to make her second only to the United States in petroleum export. She has three big export commodities - oil,, coffee, and cacao. Rubber is shipped to Trinidad. 2.

Colombia's chief export is coffee, grown most successfully on the slopes of the Eastern and Central Cordilleras. The banana is second in peacetime export. The rich valleys of the Cauca and Magdalena Rivers produce sugar (largely for home consumption, and panela, a semi-refined product), cotton, plantain, tobacco, and cassava. Jungle regions yield cinchona (quinine), balata (for insulating telephone wires), cocoanuts, and button material that comes from vegetable ivory. 3.

Since the war, rubber is again being gathered in Colombia. 3.

Salt has always been an important part of Colombia's trade. 3.

The manufacturing done in Colombia is largely for home consumption. 3.

Mineral deposits in Ecuador include oil and gold. 4.

The shipbuilding industry constructs river craft, and there are large sawmills in Guayaquil for cutting balsa wood. 4.

1. CHILE. Coordinator of Inter-American Affairs. Op. Cit.

2. VENEZUELA. Washington, D. C.: Coordinator of Inter-American Affairs, Commerce Department Building.

3. COLOMBIA. Washington, D. C.: Coordinator of Inter-American Affairs, Commerce Department Building.

4. ECUADOR. Washington, D. C.: Coordinator of Inter-American Affairs, Commerce Department Building.

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The ancient ~~art~~ of weaving straw hats, which has made Ecuador the chief producer of Panama hats, is a home industry of considerable importance. 1.

Rubber comes from Ecuador. 1.

The cinchona tree which yields quinine, used in the treatment of malaria, is native to Ecuador. 1.

Kapok, from the pods of the ceiba tree, is six times as buoyant as cork; Ecuadorean wild kapok is used for life preservers. 1.

On the coast of Peru there is commercial agriculture, where sugar, raised on vast plantations; cotton, on smaller farms; and recently, flax, are cash crops of importance to Peru's export trade. 2.

Peru ranks sixth in world cotton production. 2.

Sugar cane can be cut the year round. 2.

Wheat, ~~coca~~, corn, barley, oats, quinoa, and potatoes are grown. 2.

Cattle, sheep, and llamas are raised, providing nearly all of Peru's meat supply and some wool for the export market. 2.

In Panama, bananas, the most important agricultural crop, made up seventy six per cent of exports in 1940, and were followed in importance by cacao beans and fresh beef. 3.

1. ECUADOR. Coordinator of Inter-American Affairs. Op. Cit.

2. PERU. Washington, D. C.: Coordinator of Inter-American Affairs, Commerce Department Building.

3. PANAMA. Washington, D. C.ⁿ: Coordinator of Inter-American Affairs, Commerce Department Building, Aug., 1944.

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Abaca cultivation is carried on in Panama. ¹

The republic's forests of castilloa rubber trees are being tapped to add to the hemisphere's supply of natural rubber. ¹

British Guiana exports sugar, molasses, rum, coffee, gold, diamonds, balata, and bauxite. ²

Dutch Guiana exports sugar, rum, molasses, coffee, corn, fruits, timber, and bauxite. ²

French Guiana exports sugar, rum, cacao, coffee, timber, and balata. ²

British, Dutch, and French Guiana, three European colonies in South America, are like islands, because no land routes of travel reach them. Men work on sugar and rice plantations. Some men cut valuable timber in the forest and float it down the swift rivers. Other men mine bauxite ore, from which aluminum is made. ³

1. PANAMA. Coordinator of Inter-American Affairs. Op. Cit.

2. THE OTHER AMERICA. Griswold, Lawrence. New York: G. P. Putnam's Sons, 1941. 360 p.

3. Barrows, Harlan H., Parker, Edith Putnam, and Sorensen, Clarence Woodrow. New York: Silver Burdett Co., 1946.

THE TRANSPORTATION SITUATION

To automobile tourists, the best known highways in Mexico is the Pan American Highway.. To them it is Mexico's main street. The Pan American Highway extends from Texas to Mexico City and beyond. If finished as planned, this highway will reach finally from Texas to southern South America. In Mexico there are large areas without highways. Half the villages in the entire country are not reached by either railroad or highway. Automobiles can reach some of these villages over rough trails during the dry season.. Most of the village people in Mexico travel by oxcart or donkey or on foot. Mountains have held back both the building of highways and railroads. Today airplanes are flying over the mountains of Mexico. 1

Since the building of the Pan-American Highway, communication has not only been made much simpler between our two countries, but roads are being built within Mexico itself to unify the various parts. 2

Central America is so long and narrow and mountainous that most of the railroads are short and lead to the coast. The use of the airplane is growing rapidly in Central America. 1

Another great need in Central America is railroads. As yet few railroads have been built, and most of the roads are poor. Travel is difficult, and in many places the only way of transporting goods is on the backs of men or of pack animals. 3

1. Barrows, Harlan H., Parker, Edith Putnam, and Sorensen, Clarence Woodrow. THE AMERICAN CONTINENTS. Op. Cit.
2. MEXICO. Washington, D. C.: Coordinator of Inter-American Affairs, Commerce Department Building, July, 1944.
3. Atwood and Thomas. THE AMERICAS. P. 234. Op. Cit.

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In spite of three local airlines and railroads in Costa Rica which connect San José with both the Caribbean and the Pacific, traffic overland from north to south is partly by foot. While a sixth of the 1,380 miles of highways have all weather surfaces, the main north-south artery, the Inter-American Highway, which follows a centuries old trail, is not yet completed. Segments are finished, but some, such as that through Death Pass near San Isidro, offers tremendous engineering problems..¹

Airplanes carry farm produce to market and tractors to remote farms. Yet throughout the countryside, and even in San Jose, the traditional colorful oxcarts are ever present. Each region has its own designs - the high wooden wheels, the sides and even the yoke painted in figures and scenes, flowers and geometric designs..¹

Nicaraguan highways are opening up some hitherto inaccessible regions, and cargo planes pick up crops brought to the new landing fields by oxcart..²

Transportation difficulties have long retarded development in Honduras, but the airplane has done much to improve communications in the Republic. Almost every town of any size, and even many villages, have air service. Freight, including such items as cigars, butter, eggs, and other food supplies, goes by air to isolated valleys..³

1. COSTA RICA. Washington, D. C.: Coordinator of Inter-American Affairs, Commerce Department Building, Aug., 1944.
2. NICARAGUA. Washington, D. C.: Coordinator of Inter-American Affairs, Commerce Department Building, July, 1944.
3. HONDURAS. Washinton, D. C. : Coordinator of Inter-American Affairs, Commerce Department Building, July, 1944.

Ore concentrates are flown from mines in the interior, and mining machinery is brought by plane.. The railroads which are largely owned or operated by two fruit companies, are in the northern part of the country along the Caribbean.. Tegucigalpa is connected by road with the Pan American Highway and with San Lorenzo on the Gulf of Fonseca. A project to complete a road connecting Tegucigalpa and San Pedro Sula, an important city of the Republic, has recently employed 1,800 men and relieved unemployment caused by the wartime curtailment of banana exports. 1

In British Honduras the transportation is poor. The only way to get inland is to go up the Belize River, hack your way through the jungle, or sail south along the coast, and then take the colony's only railroad which runs west from the port of Stann Creek. 1

The Pan-American Highway extends almost 200 miles through the length of the country, and El Salvador was the first country to finish her share. She now has one of the most complete systems of roads and railways in Central America. There is an excellent motor road from the port of La Libertad to the capital, and railroad facilities are unusually extensive for the size of the country.. The Salvador Railway, about ninety miles long, connects the Acajutla with Santa Ana and San Salvador, and handles a heavy traffic in coffee shipped from Acajutla. 2

1. HONDURAS.. Coordinator of Inter-American Affairs. Op. Cit.
2. EL SALVADOR. Washington, D. C.: Coordinator of Inter-American Affairs, Commerce Department Building, Aug., 1944..

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The international railway of Central America, with 285 miles of track, runs the length of the country from the Guatemalan border in the north to the city of La Union in the south. Much of the progressive development of the Republic can be laid to the transportation system. 1.

A vast system of excellent roads, many of them built through difficult mountain terrain, span the Guatemala Republic in every direction. Guatemala's section of the Pan American Highway was one of the first to be completed. An all-season highway now connects Guatemala City with San Salvador, capital of El Salvador, Guatemala's neighbor to the south. 2.

Havana, Cuba, is closely linked to Miami and South and Central America by airlines, and during normal times is port of call for luxury cruises. Transportation on the island itself is handled by the 3,000 miles of railroads and the good highways which stretch along her 760 miles of length and across her narrow crescent. Many railroads are owned by sugar centrals. 3.

Since rail and road communication in Haiti are insufficient, there is a lively coastwise trade among the numerous seaports. 4.

The most important railroad runs north along the coast from Port-au-Prince and inland up the Artibonite valley to Verrettes. 4.

1. EL SALVADOR. Coordinator of Inter-American Affairs. Op. Cit..
2. GUATEMALA. Washington, D. C.: Coordinator of Inter-American Affairs, Commerce Department Building..
3. CUBA.. Washington, D. C.: Coordinator of Inter-American Affairs, Commerce Department Building, Aug., 1944.
4. HAITI.. Washington, D. C.: Coordinator of Inter-American Affairs, Commerce Department Building, July, 1944.

In Haiti there are almost 30,000 miles of roads and trails, including an all-weather road from Port-au-Prince to Ciudad Trujillo in the Dominican Republic. Bus service connects the important towns, but since few roads are passable in the rainy season, the five large plains tend to exist as separate economic units../. .

Supplementing the two short Dominican railroads in the Dominican Republic are nine hundred miles of motor roads, more than half of them with all-weather surfaces.. The most important highway connects Ciudad Trujillo with Port-au-Prince, the capital of Haiti. Luxury liners, when there were any, called at Ciudad Trujillo, and Dominican airports are linked to the main network of hemisphere airlines.².

In Puerto Rico good roads have been built throughout the land.³.

Argentine rivers, which originate in the Andean west or the forested north, drain into five great river systems, all of which flow easterly into the Atlantic Ocean.. The Parana, Paraguay, and Uruguay Rivers which comprise the Plata's river system are navigable for some thousand miles, and on their shores are located some of Argentina's greatest commercial cities.⁴.

- 1.. HAITI.. Coordinator of Inter-American Affairs. Op. Cit..
2. THE DOMINICAN REPUBLIC. Washington, D. C.: Coordinator of Inter-American Affairs, Commerce Department Building, August, 1944.
3. Barrows, Parker, Sorensen. THE AMERICAN CONTINENTS. Op.. Cit..
- 4.. ARGENTINA. Washington, D. C.: Coordinator of Inter-American Affairs, Commerce Department Building.

Buenos Aires is cosmopolitan. The city boasts broad avenues and boulevards. Its subway system is superior to that of any other city of the Western Hemisphere. There are three separate subways, one with fine tile murals in the stations, and electric escalators at every stop. ¹

In Brazil there is a tremendous natural system of inland waterways, 40,000 navigable miles. Land transportation between the states does not exist. Brazil has virtually stepped from the oxcart to the airplane. The Brazilians whose land borders no rivers, adjoin neither highway nor airline, travel by mule-² pack and oxcart; there is no alternative. Year by year people are beginning to travel about Brazil more easily than before. One reason is that new highways have been built in many places. Also, airplanes are flying regularly, back and forth across the country. ⁴

In Paraguay the Paraguay and Parana Rivers, which meet to form the Plata, have been building the country's main transportation arteries. The Central Railway and an expanding highway program supplement river traffic, and trucks are expected to supplant the high-wheeled oxcarts (much like our pioneer covered wagons), which have cut deep furrows across the land. ³

Nearly everyone who goes to or from Paraguay travels by train or river boat. A few travel by plane. Almost no one travels by automobile, because no good highway joins this country and its neighbors. ⁴

1. ARGENTINA. Coordinator of Inter-American Affairs. Op. Cit.

2. BRAZIL. Washington, D. C.: Coordinator of Inter-American

3. PARAGUAY. Affairs, Commerce Department Building, 1944.

4. Barrows, Parker, Sorensen. THE AMERICAN CONTINENTS. Op. Cit.

Uruguay has more railroad mileage in proportion to the extent of her territory than any other South American nation. Her highways are extensive, and interest in good roads is increasing with increased motor traffic..¹.

As in other Andean countries, the airplane is of supreme importance in solving Bolivia's transportation problems, although it must be supplemented by railroads and highways.²

Chile has about 5,600 miles of railroads, with half the mileage running north and south through the Central Valley. Most of the traffic, however, is east and west, for Chile has always looked toward the sea. Since 1940 a great program of highway construction has been going forward. It was needed for the country was deficient in roads. Airline service across the Andes has brought Chile much closer to her neighbor nation, Argentina. Until the war disrupted commercial shipping, ships of many nations called at Chilean ports via the Pacific, the Panama Canal, and the Straits of Magellan.³

Transportation is a major problem in Venezuela. Gomez had built roads, but many of them paralleled the all too few railroads. Both highways and railroads have presented difficult and expensive engineering problems. In some sections the transition from the mule train to the airplane is being made.⁴

1. URUGUAY. Coordinator of Inter-American Affairs. Op. Cit..
2. BOLIVIA. Coordinator of Inter-American Affairs. Op. Cit.
3. CHILE. Coordinator of Inter-American Affairs. Op. Cit.
4. VENEZUELA. Coordinator of Inter-American Affairs. Op. Cit.

Venezuela has a few short railroads.¹ One important line connects Caracas with rich valleys to the west. In recent years, thousands of miles of highway have been built for every few miles of new railroad. Trucks and busses can climb steep slopes far more easily than trains can climb up them. Beside the road, passengers see many people walking, many mules carrying sacks of coffee, and many oxen pulling carts.²

Transportation has made the education of Colombia's rural children difficult. Railroads and highways have presented stupendous engineering difficulties. For centuries the Magdalena River was the main artery of commerce. Commercial aviation was a spectacular event for the Republic. Yet the airplane cannot solve all transportation problems. While planes go into the vast low, southern jungles, many products, including strategic rubber and cinchona (quinine), still must take the long river trips, and only a unified system of railroads or highways can make the shipping of coffee easy and fast.³

Transportation by air is very useful in mountainous Colombia, but transportation by river steamer is still more important. Colombia has highways and railways too. Transportation is one of Colombia's greatest problems. The mountains are high and steep. The lowlands are wide and swampy. In both the mountains and the lowlands it is hard to build roads or railroads.²

1. VENEZUELA. Coordinator of Inter-American Affairs. Op. Cit.
2. Barrows, Parker, Sorensen. THE AMERICAN CONTINENTS. Op. Cit..
3. COLOMBIA. Coordinator of Inter-American Affairs. Op. Cit.

A new highway in the Andes joins Bogota with Ecuador to the southwest and Venezuela to the northeast, but this highway does not go to either coast.¹

Even river transportation in Colombia is not very good. Boats often get stuck on the sandbars in the river. The river is broken by falls and rapids.²

Air travel has come as a boon to countries like Ecuador where adequate railroad transportation has been too costly. Eventually the Pan-American Highway will run 700 miles through the country, further augmenting the 800 miles of railroad lines. Still in existence is the mule train which competes with railroads, particularly for short hauls, and even uses the railroad as a trail.³

Ecuador - Peru - Bolivia: land of few railroads; this would be a most appropriate slogan. Transportation is a big problem in these mountainous countries.⁴

Transportation, as in other countries of the Andes, has always been a major problem in Peru. The building of her railroads, particularly the main Central and Southern lines, presented incredible difficulties. The highest grades on the Central are at almost 16,000 feet, and the station at Cerro de Pasco is the highest in the world. Today trains carry oxygen tanks, but earlier travelers had to brave mountain sickness without its aid.⁵

1. Barrows, Parker, Sorensen. THE AMERICAN CONTINENTS. Op. Cit.

2. ECUADOR. Coordinator of Inter-American Affairs. Op. Cit.

3. PERU. Coordinator of Inter-American Affairs. Op. Cit.

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Of Peru's 2,345 miles of railroads, many are privately owned by sugar and mining companies, and none reach into the east.

Peru's 4,641 miles of commercial airlines, which connect with the vast west coast network, have helped in transporting men and supplies to the backlands and in making her Andean cities accessible. Until 1943 the airplane was the only alternative to a 7,000 mile water trip to get from Lima to Iquitos (via the Panama Canal and the Amazon River), or the thirty to forty five day trek overland by train, mule-back, and canoe. In September of 1943 a highway was completed from Lima, through Huanuco and Tingo Maria, to Pucallpa on the Ucayali, an Amazon tributary.

The Panama Canal is one of the most vital water routes in the world, and an essential link in the defense of the United States and the hemisphere. 2.

The first concrete highway across Panama was completed in 1942, and augments rail and canal communications between Panama City and Colon. The railroad between these two cities, one of the earliest to be built in the other Americas, was completed in 1855, and made fabulous profits in its early years by transporting men across the isthmus on their way to California during the gold rush. By the middle of 1944, all but fifty nine of the three hundred sixty seven miles of the Pan American Highway between the Costa Rican border and Panama had been completed. 2.

1. PERU. Coordinator of Inter-American Affairs. Op. Cit..

2. PANAMA. Washington, D. C.: Coordinator of Inter-American Affairs, Commerce Department Building, August, 1944.

British Guiana has an indifferent system of railroads. The Government owns two single-track lines with a combined trackage of seventy nine miles. The rivers are the major means of transportation. /

Dutch Guiana has highways only in its urban districts.. It has a single wide guage railroad of one hundred and eight miles. The rivers in Dutch Guiana are navigable. Airways maintain a regular schedule in Dutch Guiana. /

French Guiana has three short roads of indifferent construction and repair connecting the chief towns. Its bus system is erratic. The rivers of French Guiana are not very navigable except for launches and shallow-draft native craft. /

1. Griswold, Lawrence. THE OTHER AMERICA. Op. Cit.

CHAPTER IV.

RACE, COLOR, AND CREED OF LATIN AMERICANS.

In the Negro Republic of Haiti, sometimes referred to as the Black République, the people speak French.

Argentina has a rich European culture.

Indian Villages are predominant in Guatemala, Peru, Bolivia, Ecuador, and Mexico.

In southern Brazil, Chile, and Argentina are many German colonies.

Many Italians are in Argentina, and many Portuguese are in Brazil.

About half the people of Latin America are mestizos, or descendants of marriages between white people and Indians. The other half consists of about twenty-five million whites; sixteen million Indians, eight million Negroes; ten million with a mixture of Negro and white, or Negro and Indian blood; and about one million Asiatics and people of mixed Asiatic blood.

The proportion of white population varies with the different parts of Latin America. In Argentina, southeast Brazil, Uruguay, (and, to a lesser extent in Chile), the white people dominate in numbers as well as in influence. In contrast to these countries whose culture is predominantly European are such Indo-American countries as Mexico and Peru.¹

1. Delaney, Eleanor C. LATIN AMERICA. New York: Teachers' College, Columbia University, 1943. P. 54-56.

105

The Spanish and Portuguese conquistadores and settlers carried the blood of many races: Phoenician, Iberian, Celt, Greek, Carthaginian, Roman, Visigoth, Vandal, Moor, and Hebrew. Each of these strains has contributed to the racial background of the Spanish people, and thus to Latin-American peoples. '

In America the Spaniards found a native civilization flourishing.. The most important of these native races were the Mayas of Yucatan and Central America; the Aztecs of Mexico; the Chibchas of the Colombian plateau; and the Araucanians. '

From the marriages between the Spaniards and Portuguese and the natives the blend known as mestizo resulted.. When the African Negroes were brought west as slaves and intermarried with mestizos and Indians, the mulatto and zambo resulted. '

Immigration has added other groups to Latin America.. In some regions of southern South America, there is a white increase as a result of European immigration. These immigrants are principally German and Italian. On certain parts of the western coast, because of Chinese and Japanese immigration, newer racial mixtures are to be found. Most of these European and Asiatic immigrants have been attracted by the possibilities for developing the rich natural resources of Latin America. Although outside influences have helped to mold Latin-American culture, the people of Latin America are fundamentally Spanish in background and American in outlook. '

The people of most Latin-American countries speak Spanish; Brazil is the only country where Portuguese is spoken. Many of the better educated Latin Americans speak French and English, as well as Spanish or Portuguese, and many of the Indians speak only the dialect of their tribe. ¹

STATISTICS ABOUT ALIENS IN LATIN AMERICA TAKEN FROM

CHRISTIAN SCIENCE MONITOR, May 11, 1938.

ARGENTINA

At least thirty five per cent of 13,000,000 population of Italian lineage is in Argentina, but most of them have dropped Italian citizenship and allegiance. Japanese, Germans, British, and Americans have small colonies. ²

BOLIVIA

The White race forms about twelve per cent of a population in Bolivia estimated at 2,500,000, mostly Indians. About 6,000 Chinese, Negroes, etc., are in this country. There is a growing colony of Japanese. There are small German and Italian colonies. ²

BRAZIL

The total population in Brazil is about 47,000,000. Germany estimates about 800,000 Germans in Brazil; this must include racial Germans, for estimates in Brazil give about 500,000 as Germans. Located in the south, especially in the states of Sao Paulo, Santa Catarina, and Rio Grande do Sul are nearly 1,000,000 Italians. Some estimates run to 2,000,000. ²

1. Delaney, Eleanor C. LATIN AMERICA. Op. Cit.

2. CHRISTIAN SCIENCE MONITOR, May 11, 1938.

There are about 500,000 Portuguese in Brazil. The number of Japanese is about 260,000, mostly near Sao Paulo; there are a few in the Amazon region. Syrians number about 1,000 or more. /

CHILE

The total population of Chile is about 4,500,000. There are many Germans, but they are largely merged in Chilean culture. There are possibly about 200,000 Germans all told, concentrated in the South. There are about 7,000 British. /

COLOMBIA

The population of Colombia is 8,700,000.. There are small colonies of Syrians, Italians, Germans, British, Americans, totaling about 40,000. /

COSTA RICA

The population of Costa Rica is about 590,000. There is an influential German colony of 2,000 or more. /

CUBA

The population of Cuba is 4,100,000.. The Americans, Europeans, Chinese, etc., present in Cuba total about 260,000. /

DOMINICAN REPUBLIC

The population of the Dominican Republic is 1,500,000. Syrians have a colony in the Dominican Republic; there are also other small foreign colonies. /

ECUADOR

The population of Ecuador is 2,700,000. There are about 200,000 pure Europeans. There are about 5,500 Germans.. The Jews number about 600. There is an Italian colony of 1,000 with strong influence on Government. /



GUATEMALA

The population of Guatemala is 2,400,000.. There are 2,156 Germans with German passports, included in 6,000 Germans, most of whom came from 1890 to 1900. There are 2,449 British, including many negro Jamaicans on banana plantations. The Americans in Guatemala number 1,500; the Italians - 537; and the Japanese - 13. '

HAITI

The population of Haiti is 3,000,000.. The foreign colony totals only 3,000. '

HONDURAS

The population of Honduras is 1,000,000.. There are about 3,000 British, mostly Negro fruit workers. Other foreign colonies are small. '

MEXICO

The population of Mexico is 19,000,000. There are about 150,000 foreigners. Many Americans have left. Other foreign colonies are fairly evenly divided. There are about 5,000 Japanese. '

NICARAGUA

The population of Nicaragua is 750,000.. Since 1930 immigration has been severely restricted. Foreign colonies are relatively small. '

REPUBLIC OF PANAMA (not including the Canal Zone)

The population is 500,000. German, Italian, and Japanese colonies are small but influential. '

PARAGUAY

The population of Paraguay is 926,000. The foreigners, about 50,000. are mostly Argentines. There has been recent immigration from Germany, Poland, Russia, and Czechoslovakia. /

PERU

The population of Peru is 6,500,000. The foreign colonies are made up of 45,000 Japanese; 7,000 Chinese; 5,800 Italians; 2,250 English; 2,300 Germans; and 1,250 Americans. /

SALVADOR

The population of Salvador is 1,700,000. There is an influential German community of about 500. Italians, Americans, and Japanese have small groups. /

URUGUAY

The population is 2,000,000. There is an active Italian colony. Fascist influence is strong. /

VENEZUELA

The population of Venezuela is 3,500,000. There are many Spaniards and Italians. There is little fascist activity. There is an active American colony. /

BRITISH GUIANA

The population is 332, 898. Of this number four per cent are white, forty three per cent are East Indian, thirty nine per cent are negro, five per cent are aboriginal Indian, and nine per cent are of mixed racial group. 2

1. CHRISTIAN SCIENCE MONITOR, May 11, 1938.
2. Griswold, Lawrence.. THE OTHER AMERICA. New York: G. P. Putnam's Sons, 1941. 360 pp. P. 306.

DUTCH GUIANA

The population of Dutch Guiana is 150,896. There are 41,000 British East Indian; 34,000 Javanese; 17,000 bush negro; 4,000 aboriginal Indian; 5,000 white (including Americans from the United States of America); remainder - racial mixtures. /.

FRENCH GUIANA

The population is 30,906.. Of this number, twenty percent are white; twenty two percent are aboriginal Indians; and the balance are mainly negro and oriental. 2.

1. Griswold, Lawrence.. THE OTHER AMERICA. New York: G. P. Putnam's Sons, 1941.. P. 307.
2. Griswold, Lawrence.. THE OTHER AMERICA. P. 399. Op. Cit.

CHAPTER V.

A CURRICULUM FOR THE STUDY OF LATIN AMERICA.

OVERVIEW.

The organization of a United Latin America has often been thought of and has many times been suggested. Such a union would hardly materialize, however, because of the diverse elements to be considered. Physical features are varied - tropical and temperate, mountainous and low land. There is a large number of separate countries with varied cultures. There is no common language.

Whatever the "tomorrow" is like, "today" presents more problems than it has solutions, especially for the younger generation. The young man or woman of today wanting to fit himself into social and industrial life has to make adjustments which are new in the history of America. The surest way of making the adjustments with as much wisdom as possible is to become familiar with the society in which we live and to study its trends and currents. Only if the youth of today have the opportunity to study the effect of the environment on the people of Latin America can they eventually reach a stage of mutual toleration, intergroup understanding, respect, and good will. Lack of knowledge and understanding is the cause of intolerance. Every teacher of Latin American Social Studies should have as a prime aim: mutual understanding, mutual cooperation, and mutual toleration. Only then will there be liberty and justice for all.

READINGS FOR TEACHERS.

The annotated bibliography after the last chapter of this paper contains suggestions of books and articles which might be read by teachers in order to further a study on the subject of Intercultural Education with regard to Latin America for and with an eighth grade class.

OBJECTIVES.

UNDERSTANDINGS:

1. To ascertain facts about the cultural contributions of the Latin Americans.
2. To formulate a good neighbor policy.
3. To promote understanding and friendship among the Americas.
4. To develop an understanding of the social and economic problems of our neighbors.
5. To gain information that will help us to think intelligently and without prejudice about other nations and races.
6. To increase knowledge of how environment affects people's lives.
7. To gain knowledge of
 - a. Geographical situation;
 - b. Food, clothing, shelter, occupations, and leisure activities;
 - c. Plant and animal life;
 - d. Transportation facilities; and
 - e. Customs of Latin American people and their history.

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ATTITUDES:

1. To provide more appreciative attitudes toward the Latin Americans.
2. To maintain the aim: brotherhood of mankind.
3. To get the children to develop the feel of various Latin American countries from studying pictures that are truly characteristic of the places they represent.
4. To develop an attitude of friendly interest that will link the Americas in mutual respect.

SKILLS:

1. To develop the skill of getting along more harmoniously with members of the Latin American groups.
2. To gain skill in interpreting data found in newspapers, magazines, and movies in relation to the Latin Americans.

APPRECIATIONS:

1. To appreciate human relationships between people in the United States and people in Latin America.
2. To instill appreciation for the democratic way of life.
3. To evolve appreciation of ways in which the Latin Americans have adapted their mode of living to their environment.
4. To gain an appreciation of the background of present-day culture.

Additional understandings, skills, attitudes, and appreciations may be found in Chapter II, Objectives.

APPROACH ACTIVITIES TO OBJECTIVES.

Suitable activities are found in the following chapter, CHAPTER VI. Here are listed Activities that could be used in the study of Latin America. Such activities should be sufficiently varied so that every child will find something to his fancy in them. There can be In-Class Activities such as: Make a frieze for the classroom, decorating it with Latin American flags, costumes, maps, and handwork pictures. There can very well be Community Activities such as: Plan an international trail in your community to be followed by your classmates to stores, homes, museums, schools, and libraries where interesting bits of information may be discovered about the Latin American Countries.

SUBJECT MATTER CONTENT.

- The Subject matter content can be found in the following units:
- a. Scope of "American Republics."
 - b. Languages of Latin America.
 - c. How the United States helps to expand production in the other American Republics.
 - d. Transportation and Communication within Latin America.
 - e. United States Trade with the Other American Republics.
 - f. Latin America in the Air Age.
 - g. Education in Latin America.
 - h. Occupations in Latin America.
 - i. Recreation for the Latin Americans.
 - j. Hemisphere Unity - A civic Responsibility.

SCOPE OF "AMERICAN REPUBLICS."

OBJECTIVES:

1. To provide motivation for the study of the cultural backgrounds of the Latin Americans.
2. To provide for the need to break down the barriers of prejudice.
3. To stimulate thinking about social problems.
4. To make children aware of the conditions that improve or retard living.
5. To foster a "good neighbor" policy.
6. To discover influence of natural barriers.
7. To develop a fine appreciation of our neighboring countries.
8. To think through some of the vital problems concerning mutual cooperation among all nations concerned.
9. To teach adequate and accurate information about Latin America.

SUBJECT MATTER:

Latin America includes South America, Central America, the islands of the West Indies, and part of North America. It lies south and southeast of the United States. Nearly all the continent of South America is farther east than North America; in fact, the Pacific coast of South America is in about the same longitude as the Atlantic coast of North America.

1. Delaney, Eleanor C. LATIN AMERICA. New York: Teachers' College, Columbia University, 1943.

Latin America is not a single nation or a single culture. There are widespread diversities of geography, government, economic status, and racial make-up within these twenty countries.^{1.}

Mexico is our nearest neighbor. It is the land of som-breros, serapes, and tamales. It is the land of contrasts - because of its difference in climate and soil. Mexico is rich in mineral wealth. She produces more silver than any other country in the world.^{2.}

The part of North America south of Mexico is called Central America, and within it are seven small countries: British Honduras; Guatemala, El Salvador; Honduras; Nicaragua; Costa Rica; and Panama.. British Honduras is a possession of Great Britain, but the other six are independent Spanish-American republics.^{3.}

Nicaragua is one of the Central American countries. About the same size as the state of New York, it touches both oceans and the Caribbean Sea.. The climate is tropical, but the heat is modified by ocean breezes on both coasts and by the coolness of the mountain sections. Its chief exports are coffee, sugar, cocoa, and bananas. Ancient methods of farming are still being used. Mineral resources have been barely touched. There are valuable forests of tropical woods.^{2.}

1. HEMISPHERE SOLIDARITY. Education and National Defense Series. Pamohlet No. 13. Washington, D. C.: Federal Security Agency, U. S. Office of Education, 1941. p.23.
2. GRADE TEACHER - March, 1946, Strong, Pansy and Owings, Ethel. PAN-AMERICAN PAGEANT. P. 50-51; 80.
3. Atwood, Wallace W. and Thomas, Helen Goss. THE AMERICAS. Boston; Ginn and Co., 1936.. P. 234 --299.

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Guatemala is Mexico's neighbor to the south. In the forest are large quantities of chicle; this is used in the manufacture of chewing gum. ¹

Honduras is the chief producer of bananas in Central America. ¹

Panama is the connecting link between North and South America. ¹

Costa Rica has as its chief exports coffee and bananas. ¹

El Salvador is the smallest of the Central American countries. ¹

The West Indies are islands that extend eastward from Yucatan in a great curve, forming the northeastern margin of the Caribbean Sea. The larger islands - Cuba, Jamaica, Hispaniola, and Puerto Rico - are called the Greater Antilles, while the smaller islands, which form the eastern part of the curve, are called the Lesser Antilles. North of Cuba are the Bahama Islands. ²

Cuba and the two countries on the island of Hispaniola are independent republics. The rest of the West Indies are now possessions, not of Spain, but either of other European countries or of the United States. ²

Cuba is the largest island of the West Indies, and the nearest to the United States. It produces more cane sugar than any other country in the world. Tobacco is the second most important crop. Other exports are pineapples, bananas, oranges, and grapefruits. ¹

1. Strong, Pansy and Ownings, Ethel. PAN-AMERICAN PAGEANT, Op. cit.

2. Atwood and Thomas. THE AMERICAS, Op. Cit.

THE HISTORY OF THE

REIGN OF
HIS MAJESTY
GEORGE THE SECOND

IN
THE
YEAR
1705

By
JOHN HANCOCK, ESQ.

LONDON:
Printed by J. Sturges, at the
Sign of the Sun in St. Dunstons Church,
in Fleet-Street; and by J. Smith,
in Pall-mall.

1705.

121
The Dominican Republic is part of the island of Hispaniola, long known as Haiti. Its population is chiefly Negroes, and the leading export is sugar. 1.

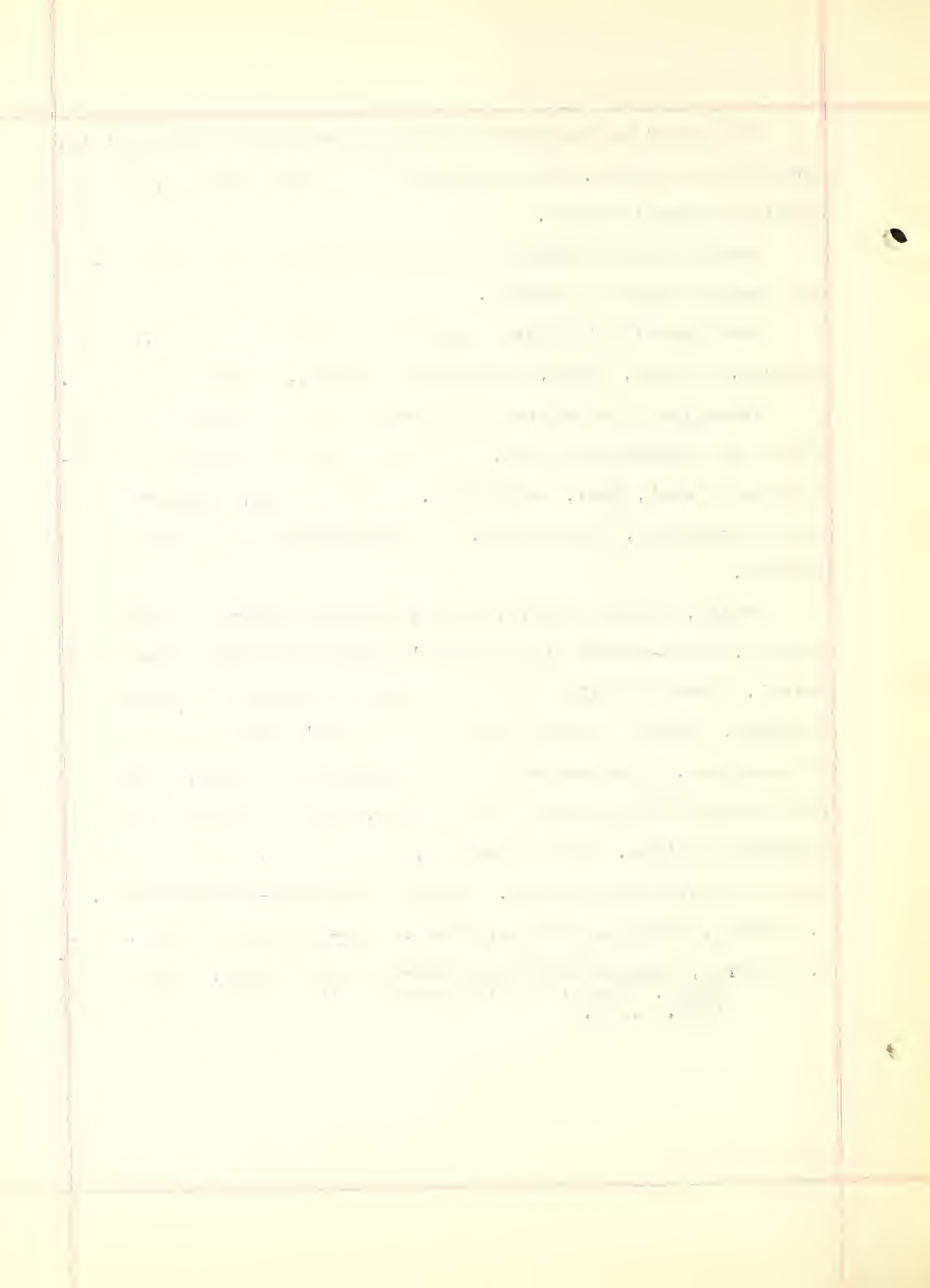
Nearly all the people in Haiti are negroes or mulattoes. The leading export is coffee. 1.

South America includes Argentina, Brazil, Paraguay, Uruguay, Bolivia, Chile, Venezuela, Colombia, Ecuador, and Peru.

Argentina is a country that leads in the production and the export of flaxseed and corn. It is also one of the greatest exporters of wool, beef, and mutton. 1. Buenos Aires, foremost city 2. of the continent, the capital, is the largest city of South America.

Brazil, a vast country, is the largest country of South America. 2 Four-fifths of the world's supply of coffee comes from Brazil. Brazil is also noted for rubber found in the Amazon lowlands. Brazil contains one of the world's greatest deposits of manganese. The greatest of all rivers, the Amazon, flows four thousand miles across the country, and is navigable for hundreds of miles. Rio de Janeiro, the capital, has one of the finest harbors in the world. Brazil has twenty-two railroads. 4.

1. Strong, Pansy and Owings, Ethel. PAN-AMERICAN PAGEANT. Op. Cit.
2. Godfrey, Eleanor Smith and Godfrey, James Logan. EYES SOUTH. Chapel Hill: University of North Carolina Press, 1941, P. 32.



Paraguay is one of the smallest of the South American countries, and like Bolivia, does not border the ocean. 2

Nearly all the people in Paraguay live in the lowlands east of the Paraguay River. That region has fertile soils, plenty of rain, and a long growing season. Exports are tobacco, cotton, and oranges. 1

Uruguay has prosperous people and a good government. It has a healthful climate and fertile soil. 1

Uruguay's position as a buffer state between the two South American giants, Argentina and Brazil, gives it a unique background. Montevideo is the influential capital of Uruguay. 2

Hidden in the mountains of Bolivia lie great mines of gold, silver, copper, zinc, and tin. 1

To the Bolivian the great tragedy of national life has been that his country has no self-determined access to the sea. In a country with large mineral resources for the international markets, and in an age in which sea-born trade has often been the gauge of a country's prosperity, this has been a matter of paramount national importance to both Bolivia and Paraguay, considered the two most turbulent countries of South America. 2

Bolivia is a country of high altitudes, which, in turn through the significant influence of geographical environment, has largely determined the form which the national culture took. 2

1. Strong, Pansy and Owings, Ethel. PAN-AMERICAN PAGEANT. Op. Cit.
2. Godfrey, E. S. and Godfrey, J. L. EYES SOUTH. Op. Cit.

Chile is a long ribbon of territory about three thousand miles long, with an average width of eighty-five miles. 2.

Chile lies in the Torrid Zone and the South Temperate Zone. Chile has very high mountains. Chile exports nitrates, silver, copper, wheat, and barley. It is the world's second largest producer of copper. Santiago is the capital. Valparaiso is the chief seaport. 1.

Venezuela is a country with fertile soils, miles of grassy land, rich stores of minerals and oils. Venezuela has an enormous length of navigable waterways. 1.

Venezuela contributed several brilliant leaders to the struggle for the independence of South America. 2.

Colombia and Venezuela have figured prominently in our international relations. 2.

Colombia is traversed in the western part by three great ranges of the Andes; the highest point is nearly 19,000 feet. The people live near the coast, and the interior is largely unexplored and uncultivated. The chief product is coffee; bananas are grown for export. Gold is worked, and there are other minerals. The chief rivers are the Magdalena and its tributary, the Cauca. 3

Ecuador is the chief producer of ivory nuts (from the tagua palm); buttons are made from them. Most of the buildings in Ecuador are Spanish in style and are built of stucco with red tile roofs. 1.

1. Strong, Pansy and Owings, Ethel. PAN-AMERICAN PAGEANT. Op. Cit.
2. Godfrey, E. S. and Godfrey, J. L. EYES SOUTH. Op. Cit.
3. Smith, Lloyd Edwin. THE PRACTICAL ENCYCLOPEDIA. New York: Grosset & Dunlap, 1937. P. 157.

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Ecuador represents one of the smaller and more backward of the South American Republics. This relative lack of progress was due to a combination of circumstances: inaccessibility - only in 1920 was yellow fever eradicated in its chief port of Guayaquil; external troubles - Ecuador has had difficult relations with her three larger neighbors Colombia, Peru, and Brazil; clericalism - the Catholic Church has been reluctant to yield any of its privileges; and the lack of any large progressive element in the national population. 1.

Peru has great mineral wealth. High up in the Andes lies Lake Titicaco, the highest body of navigable water in the world. 2.

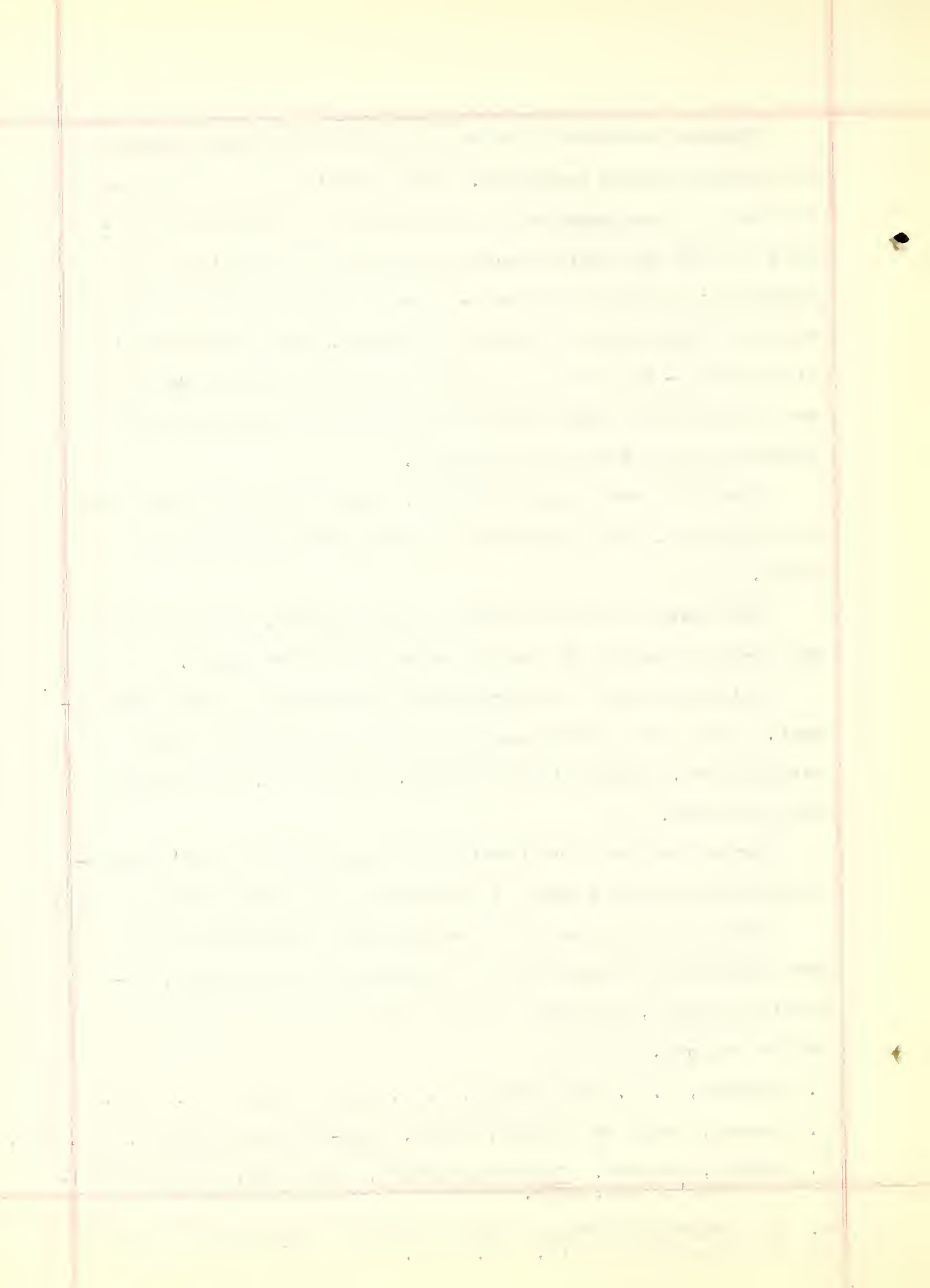
Peru was one of the seats of Inca culture, and here also was once the center of Spanish power in the New World. 4.

Latin Americans are largely the creatures of their environment. The social environment is largely composed of great institutions, especially the family, the school, the church, and the state. 3.

Latin American civilization is emphatically a man's civilization in which the home is looked upon as woman's proper place. 3.

Much of Latin America is economically underdeveloped and many people are illiterate; it possesses vast resources, industrial cities, and even universities that were established before our own. 4.

1. Godfrey, E. S. and Godfrey, J. L. EYES SOUTH. Op. Cit.
2. Strong, Pansy and Owings, Ethel. PAN-AMERICAN PAGEANT. Op. Cit.
3. Duggan, Stephen. THE TWO AMERICAS. New York: Charles Scribner's Sons, 1934.
4. EDUCATION AND NATIONAL DEFENSE SERIES. HEMISPHERE SOLIDARITY. Pamphlet No, 13. Op. Cit.



12

In our economic and political relations we have frequently antagonized Latin American countries rather than befriended them. 1.

An understanding of Latin American political development is especially important. One of the fundamental bases of inter-American cooperation is a common determination not to permit alien political philosophies to submerge the democratic ideal in the Western Hemisphere. 2.

Elections in most Latin American countries are contests between cliques in the governing classes. In most cases they are absolutely controlled by the government in power. The result is that in the less advanced countries, notably those of Central America, the only way for the opposition to be heard is to stage a revolution. 3.

Politics pervades the educational system in most Latin American countries and plays havoc with it. The ministers of education change rapidly and with them the systems or plans they introduce. 3.

SUGGESTED ACTIVITIES:

- | | |
|---------------|-------------|
| 1. Map Study. | 4. Graphs. |
| 2. Posters. | 5. Charts. |
| 3. Friezes. | 6. Pageant. |

1. EDUCATIONAL AND NATIONAL DEFENSE SERIES. HEMISPHERE SOLID-ARITY. Pamphlet No. 13. Op. Cit.
2. Munro, Dana Gardner. THE LATIN AMERICAN REPUBLICS. New York: D. Appleton Century Co., Inc., 1942. P.v.
3. Duggan, Stephen. THE TWO AMERICAS. Op. Cit.

LANGUAGES OF LATIN AMERICA

OBJECTIVES:

1. To develop a friendly feeling toward the people in these countries who are so familiar with our English languages and idioms as well as their own.
2. To gain an understanding and appreciation of the background of present-day Latin American culture as a result of the ethnic groups who settled there.
3. To acquaint the people of the United States with the history, inhabitants, customs and culture of their southern neighbors.
4. To gain a real understanding of the problems facing the governments in Latin America today partly as a result of the different language groups in residence there.
5. To teach accurate and adequate information about Latin America.

SUBJECT MATTER:

The people of most Latin-American countries speak Spanish; Brazil is the only country where Portuguese is spoken. However, many of the better educated Latin Americans speak French and English, as well as Spanish or Portuguese, and many of the Indians speak only the dialect of their tribe.

Many of the minority groups of immigrants speak the language of the country from which they came.

1. Delaney, Eleano. LATIN AMERICA. Op. Cit. P. 56.

ACTIVITIES:

1. Make a list of words familiar to you that were probably taken directly from the Spanish spoken in Latin America.
2. Have a guest speaker who has visited Latin America describe languages and dialects spoken in Latin America.
3. On an outline map of Latin America label the different languages spoken in each country.
4. Learn to count from one to ten in Spanish.
5. Prepare an oral report giving reasons why many Latin Americans seem to speak such broken English.
6. Prepare an oral report giving reasons why many Latin Americans seem to speak such fluent English.

HOW THE UNITED STATES HELPS TO EXPAND PRODUCTION IN THE OTHER AMERICAN REPUBLICS.

OBJECTIVES:

1. To analyze our relations with Latin America.
2. To establish a closer tie between the United States and the nations of Latin America.
3. To develop an understanding of the economic problems of our neighbors.
4. To gain knowledge of natural resources of Latin America.
5. To show how Latin American industries are affected by the climatic and physical characteristics of their lands.
6. To promote the mutual spirit of cooperation in supplying and supplementing each other's needs.
7. To develop an increased awareness of the strategic, commercial, and cultural interdependence of the Americas.

SUBJECT MATTER:

Latin America forms a group of countries unusually dependent on the sea and air to connect them with each other as well as with the rest of the world.

Many people probably regard the new industrialization in Latin America as another form of expanding market - a market for machinery and factory equipment. But in the long run the new industrialization will mean higher standards of living in Latin America.

1. Platt, LATIN AMERICA * Country sides and United Regions, P. 541.
2. James, Preston F. LATIN AMERICA, P. 838.

The development of manufacturing industries in certain parts of Latin America, while important locally, does not materially change the picture of Latin America as an exporter of raw materials and an importer of coal and manufactured goods.

The North American industrial region alone could not absorb all the raw materials produced in excess - surpluses of the hemisphere - especially as so many of the surpluses duplicate those of the United States.

The United States, however, has tried to ease the surpluses whenever it has found it possible to do so.

ACTIVITIES:

1. Make a map showing goods sent from Latin America to the United States.
2. On an outline map show the way goods is transported from Latin America to the United States.
3. Make a series of pictures showing the ways in which goods are carried from their natural area to the United States.
4. Prepare a talk on Latin American production.

1. James, Preston F. LATIN AMERICA. P. 844-847. Op. Cit.

TRANSPORTATION AND COMMUNICATION WITHIN LATIN AMERICA.

OBJECTIVES:

1. To get a better understanding of people in their particular environment and why they live as they do.
2. To gain knowledge of transportation facilities in Latin America.
3. To learn how topography, climate, and other natural factors affect transportation and communication in Latin America.
4. To understand the desirability of a good neighbor policy between the United States and Latin America.

SUBJECT MATTER:

The Pan American Highway extends from Texas to Mexico City and beyond. In Mexico, however, there are large areas without highway. Rough trails are used by automobiles in the dry season. Most of the village people in Mexico travel by oxcart or donkey or on foot. Few highways and railroads have been built over the mountains, but airplanes fly over the mountains.¹

In Central America the use of the airplane is growing. Travel by land is difficult; in many cases transported goods is carried by men or animals on their backs.²

Costa Rica has local airlines and railroads, and highways, but segments of the main highway are not completed. They still use oxcarts.³

1. Barrows, Putnam, Sorensen, Woodrow. THE AMERICAN CONTINENTS. Op. Cit.
2. Atwood and Thomas. THE AMERICAS. P. 234.
3. COSTA RICA. Coordinator of Inter-American Affairs. Op. Cit.

Nicaraguan highways are opening up some hitherto inaccessible regions, and cargo planes pick up crops brought to the new landing fields by oxcart. 1.

In Honduras the airplane has done much to improve communication. 2.

El Salvador was the first country to finish her share of the Pan American Highway. 3.

Guatemala has railroads and a completed Pan-American Highway. 4.

Cuba is closely linked with the United States and Central America by airlines. There is boat transportation. There are railroads and good highways. 5.

Since rail and road communication in Haiti are insufficient, there is a lively coastwise trade among the numerous seaports. 6.

In the Dominican Republic there are two short railroads, and nine hundred miles of motor roads. Airlines are important. 7.

In Puerto Rico there are good roads throughout the land. 8.

Argentina has many navigable rivers. Buenos Aires has avenues and boulevards, as well as a subway system. 9.

1. NICARAGUA. Coordinator of Inter-American Affairs. Op. Cit.
2. HONDURAS. Coordinator of Inter-American Affairs. Op. Cit.
3. EL SALVADOR. Coordinator of Inter-American Affairs. Op. Cit.
4. GUATEMALA. Coordinator of Inter-American Affairs. Op. Cit.
5. CUBA. Coordinator of Inter-American Affairs. Op. Cit.
6. HAITI. Coordinator of Inter-American Affairs. Op. Cit.
7. THE DOMINICAN REPUBLIC. Coord. of Inter-Am. Affairs. Op. Cit.
8. Barrows, Parker, Sorensen. THE AMERICAN CONTINENTS. Op. Cit.
9. ARGENTINA. Coordinator of Inter-American Affairs. Op. Cit.

(2)

In Brazil there are many navigable inland waterways. Land transportation is inadequate. Brazil has virtually stepped from the oxcart to the airplane. 1.

In Paraguay the Central Railway and an expanding highway program supplement river traffic. People in Paraguay still use the oxcart. A few people travel by plane. 2.

Uruguay has railroad mileage and extensive highways. 3.

The airplane is of supreme importance in solving Bolivia's transportation problems. 4.

Chile has about 5,600 miles of railroads. Since 1940 a great program of highway construction has been going forward. Airlines across the Andes have linked Chile with her neighbors. 5.

In Venezuela roads parallel the all too few railroads. In some sections the transition from the mule train to airplane is being made. 6.

Transportation by air is very useful in mountainous Colombia, but transportation by river steamer is still more important. Colombia's highways and railways are a great problem because it is hard to build roads or railroads in mountains and swampy, wide lowlands. 7.

1. BRAZIL. Coordinator of Inter-American Affairs. Op. Cit.
2. PARAGUAY. Coordinator of Inter-American Affairs. Op. Cit.
3. URUGUAY. Coordinator of Inter-American Affairs. Op. Cit.
4. BOLIVIA. Coordinator of Inter-American Affairs. Op. Cit.
5. CHILE. Coordinator of Inter-American Affairs. Op. Cit.
6. VENEZUELA. Coordinator of Inter-American Affairs. Op. Cit.
7. COLOMBIA. Coordinator of Inter-American Affairs. Op. Cit.

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Air transportation has come as a boon to countries like Ecuador where railroad transportation has been too costly. Still in existence is the mule train which competes with railroads, particularly for short hauls, and even uses the railroad as a trail. 1.

Ecuador - Peru - Bolivia: land of few railroads; this would be a most appropriate slogan. Transportation is a big problem in these mountainous countries. 2.

Peru now uses the airplane to save endless water mileage. 3.

The Panama Canal is one of the most vital water routes in the world, and an essential link in the defense of the United States and the hemisphere. 4.

The first concrete highway across Panama was completed in 1942, and augments rail and canal communication between Panama City and Colon. 4.

Transportation in the Guianas is not too good. The airway, however, is coming into its own there. 5.

In conclusion I should say that a few of the Latin American countries have adequate transportation by railroad and highway. Much transportation like mule train and ox cart is antiquated. The airplane is growing in importance as a means of transportation and communication.

1. EQUADOR. Coordinator of Inter-American Affairs. Op. Cit.
2. Barrows, Parker, Sorensen. THE AMERICAN CONTINENTS. Op. Cit.
3. PERU. Coordinator of Inter-American Affairs. Op. Cit.
4. PANAMA. Coordinator of Inter-American Affairs. Op. Cit.
5. Criswold, Lawrence. THE OTHER AMERICA. Op. Cit.

ACTIVITIES:

1. Make a map showing the topography of Latin America that interferes with transportation and communication.
2. Make a map showing airroutes of Latin America.
3. On an outline map indicate the Pan American Highway.
4. On an outline map indicate where ox cart and mule train travel plays a vital part in transportation and communication.
5. Make models of types of planes used for transportation and communication in Latin America.
6. Prepare a talk on **THE AIR AGE OF LATIN AMERICA**.

1. The first part of the paper is devoted to a general discussion of the problem.

2. In the second part, we consider the case of a single variable.

3. The third part is devoted to the case of several variables.

4. In the fourth part, we consider the case of a function of several variables.

5. The fifth part is devoted to the case of a function of several variables.

6. In the sixth part, we consider the case of a function of several variables.

7. The seventh part is devoted to the case of a function of several variables.

8. In the eighth part, we consider the case of a function of several variables.

9. The ninth part is devoted to the case of a function of several variables.

10. In the tenth part, we consider the case of a function of several variables.

UNITED STATES TRADE WITH THE OTHER AMERICAN
REPUBLICS.

OBJECTIVES:

1. To analyze our relations with Latin America.
2. To establish closer ties between the United States and the nations of Latin America.
3. To consider Latin America's contribution to the United States.
4. To bring about better relationship between Latin America and the United States.
5. To understand the desirability for a good neighbor policy between the United States and Latin America.

SUBJECT MATTER:

Economic relations of North Atlantic centers with Latin America are consistent and uninhibited. Centers in Europe and the United States have assumed an active role, as commercial, financial, and industrial headquarters of the world, whereas Latin America has played a passive role, as an outlying part of the world economic order. North Atlantic business interests have chosen rich areas for specialized production and strategic points for trade. There they have established branch offices and subsidiary enterprises, - trading posts, transportation lines, plantations, mines, and factories. In many cases, technical and administrative representatives from the North

1. Platt, Robert S. LATIN AMERICA - COUNTRYSIDES AND UNITED REGIONS. New York: McGraw-Hill Book Co., 1943. P. 532-534.

Atlantic have held direct control; in many others, local inhabitants cooperate and are encouraged in local enterprises fitting into foreign programs.

ACTIVITIES:

1. Make posters advertising foreign trade between the United States and Latin America.
2. Make a map showing trade routes between the United States and Latin America.
3. Make a map using labeled arrows to show the flow of trade between the United States and Latin America.
4. Make a yardstick of the trade between the Americas.
5. Prepare talks on the trade done by the United States with the other American Republics.
6. Prepare an exhibit of articles imported from Latin America to the United States.

1. Platt, Robert S. LATIN AMERICA. Op. Cit.

LATIN AMERICA IN THE AIR AGE

OBJECTIVES:

1. To learn the advantages of air transportation.
2. To formulate a good neighbor policy.
3. To show that the airplane is a vital factor in Latin American transportation.

SUBJECT MATTER: "air-condition" the pupils. /

The air³ge is upon us whether we will or no. We must face a post war world in which space has shrunk amazingly, and wherein a relentless struggle in the air will be waged. "

The world of the future is apt to have strange new trade and travel routes. The town of the future is apt to be built around a great municipal airport. The country of the future is apt to be dotted with the industries which the airplane has enticed away from the city. The mind of the post-war world is apt to be as engrossed with events in the air as much as with events of the earth's surface. Because of all these factors, both aviation and geography are permanent parts of our educational program. "

Studies of airways, air-ways, air-traffic centers, and air commerce can be made part of the geographical analysis of each country studied. "

Every country or regional area studied should be evaluated as to its geographical situation and the various meanings of that situation in terms of land, sea, and air communication. "

1. Renner, George T. GEOGRAPHIC EDUCATION FOR THE AIR AGE. New York: Macmillan Co., 1942.

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When retarded cultures are noted, air routes should be planned for them. Changes which the airplane can be expected to bring to such areas can be described and discussed. This is particularly true in Latin America. Studies of size and distance, geometrical and geographical, should be made in connection with every country and important city. Each village, city, region, and country should be regarded as part of a global pattern. "

Studies of boundaries, geographical shape, and physical land barriers should be made for each country, and these should be examined and re-evaluated in aeronautical terms as part of each country's national defense and security. "

The air-minded teacher can accomplish most of what is needed by the use of a few auxiliary references, a world map on a polar projection, a globe, a slated blackboard map, and his own skillful adapting of existing text materials. "

Systematically study man's economic life in relation to the earth. Economic Geography offers immense opportunity for "air-conditioning" the pupils. An airplane can be analyzed and the scores of material which enter into its construction listed. These can be ^traced back to their sources around the world; geographic studies can be made of the human groups which produced them. The flow of the trade which brings them to us can be ^studied and mapped. '.

The use of the airplane in forest-fire patrol, timber cruising, and insect control in Latin America are lively topics. "

1. Renner, G. T. GEOGRAPHIC EDUCATION FOR THE AIR AGE. Op. Cit.

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Teach the geographic backgrounds of Latin American history with the idea: - What would men's actions have been if the airplane had not existed. How would the course of history be different if the airplane had not been in vogue? Such questions reduce human history to an equation of man's relation to and control over his environment.

Political geography is a study of nations in relation to the earth. Who lives there? What are their problems? What frictions exist there as a result of these problems? Newspapers and magazines can be easily scanned for the latest accounts of aerial relations in peace and air power war..

There is no such thing as isolation in the modern world. /.

Existing trade routes face realignment, and many of our present trade centers face a declining strategic importance in the commercial world. This idea is geographic in origin, but economic in result.. /.

Peace is maintained and war prevented by attention to geographical relationships. Moreover, wars are now won by the aid of, rather than in spite of geography. This is political in nature, but geographical in nature.. /.

The rearrangement of world routes of trade and travel has brought us and will continue in the future to bring us, a whole new set of neighbors. It has also brought us a new set of enemies, and made imperative a new set of allies. /.

1. Benner, George T, HUMAN GEOGRAPHY IN THE AIR AGE. New York: Macmillan Co., 1942.

ACTIVITIES:

1. Make a map showing air routes between the United States and Latin America.
2. Make a map showing air routes between Europe and Latin America.
3. Make a map showing the chief air routes throughout the Latin American countries.
4. Dramatization: Pretend to be a pilot travelling over the Latin American countries sending messages to various radio stations.
5. Construct a typical scene in a Latin American airport.
6. Plan an imaginary journey by air from New York to Latin America. Make provisions to stop and sight-see in many large cities.

EDUCATION IN LATIN AMERICA.

OBJECTIVES:

1. To build intergroup understanding, respect, and good will,
2. To have regard for the problems of the Latin Americans as far as education is concerned.
3. To acquire knowledge of the cultural life of the Latin Americans.
4. To show similarities and differences between the schools in Latin America and the schools in the United States.

SUBJECT MATTER:

In many ways Latin American ways are not our ways, and our ways are not their ways. In many things they are still backward. ¹

Education, though improving, does not compare with ours, especially in elementary education. The future of the ignorant, burden-bearing Indian population seems well-nigh hopeless. The better class of Latin Americans do not like manual labor, which is unfortunate. ²

Many Latin American children do not have the opportunity to go to school. In some countries, only one-third of the children of school age can go to school; in some places even fewer are in school. Outside the cities the land is so sparsely settled in many places, that, even without the other handicaps caused by lack of adequate finances, universal education is not possible. ²

1. White, Rufus Austin. SOUTH AMERICA TODAY. New York: A. Flanagan Company, 1941. P. 254.
2. Delaney, Eleanor G. LATIN AMERICA. Op. Cit.

The presence of many church and parochial schools alleviates the poor situations somewhat. 1

Most of the children who go to school, go for three years, or less. These children go to work at an early age to help support their families, as was the custom until recently in rural sections of the United States. 2

By statute, education in Guatemala is free and compulsory. Rural schools have not yet been developed in all sections as fully as those in the larger cities and towns, but there are many primary and secondary schools throughout the Republic, as well as the National School of Agriculture, the Academy of Fine Arts, the Conservatory of Music, schools for nurses, for telegraph operators, and the Polytechnic Military Academy. 2

Since the founding of the Republic of Haiti, free education has been one of the chief tenets of all Haitian governments. Rural education is carried on by the Department of Agriculture, and urban education by the Department of Public Instruction. Although education is compulsory for all children between the ages of seven and fourteen, the lack of a sufficient number of schools and of trained teachers, and, in rural districts, the use of the children on the land, have contributed to the difficulty of putting this into practice. There were 85,000 children enrolled in primary schools - rural, urban, and private - in 1941. 3

1. Delaney, Eleanor C. LATIN AMERICA. Op. Cit.

2. GUATEMALA. Coordinator of Inter-American Affairs. Op. Cit.

3. HAITI. Coordinator of Inter-American Affairs. Op. Cit.

Much work remains to be done, particularly in revising curricula (now based on French classical education) to include vocational training, and in providing more adequate normal school training for teachers. There is, however, a growing awareness of the need for increased education, and for specialized training in agriculture among rural children. 1.

Costa Rica is a nation of schools. Her great interest in education has put her in the top hemisphere brackets of literacy. Today when the education appropriation is often a fourth of all government expenses, there is a school for each eight hundred inhabitants, except in the remotest regions. Teaching methods are modern, following at first the Swiss pattern, and later those of Chile's progressive schools. San Jose has an English Primary School, where all teaching is in English. In 1940, a National University was established, with courses in agriculture, pharmacy, pedagogy, and the arts. 2.

Cuba's school system, originally organized under General Wood by a committee headed by the philosopher, Enrique Jose Varona, has been modernized in the last few years. The University of Havana, established in 1728, was also reorganized and has twelve different faculties. 3.

Cuban intellectuals - university professors and students, and particularly poets - played an important part in her long struggle for independence. 3.

1. HAITI. Coordinator of Inter-American Affairs. Op. Cit.
2. COSTA RICA. Coordinator of Inter-American Affairs. Op. Cit.
3. CUBA. Coordinator of Inter-American Affairs. Op. Cit.

Education in Honduras is carried on by the municipalities assisted by the State. Primary education is free and compulsory for children from seven to fifteen. The Central University of the Republic of Honduras, founded in 1847, is located in Tegucigalpa, and offers courses in law and political science, medicine, dentistry, engineering, and pharmacy. 1.

In the Dominican Republic, education is free and compulsory for all children from seven to fourteen. In 1941, there were nine hundred and sixty schools of all types with 135,155 pupils. The University of Santo Domingo, which is also free, has more than six hundred pupils and offers both general and professional courses. 2.

In Ecuador, the new law on public education passed in 1938 is an evidence of a growing interest in the schools. The isolation of many small mountainous communities has made the introduction of universal compulsory education difficult. In 1941 there were 3,140 primary schools with a total enrollment of 248,905 children, the number of primary schools having increased by almost 50% within ten years. In addition, there were twenty-three secondary schools with 9,137 pupils. Four universities with a total of 1,755 students offered training in law, medicine, dentistry, engineering, et cetra. 3.

Since 1931 there has been a revitalization of Colombia's educational system. In six years her education budget was increased fivefold, and according to law it has to reach a minimum of ten

1. HONDURAS. Coordinator of Inter-American Affairs. Op. Cit.
2. DOMINICAN REPUBLIC. Coordinator of Inter-Am. Affairs. Op. Cit.
3. ECUADOR. Coordinator of Inter-American Affairs. Op. Cit.

percent of the national budget. Transportation has made the education for her rural children difficult. 4.

More than seventy-five per cent of Chile's people are literate, and the percentage is being rapidly increased by an advanced compulsory education system. There are more than 700,000 students in the public and private schools, and there are five universities. The University of Chile, just a hundred years old, has the largest population of foreign students of any American University, with 1,000 of its 6,000 students from other nations. 2.

The 1941 education laws of Peru represent a new and more practical approach to her educational problems, particularly as they relate to the Indian. In those communities where Quechua is still the chief language, primary education will be in the ancient Indian tongue, with Spanish later. Vocational, agricultural, industrial, and commercial education is planned. 3.

Teacher-training centers are being set up in Peru, and traveling units are beginning to tour the Indian villages, setting up cooperatively-run schools, teaching sanitation, et cetera. 3.

In 1551 San Marcos University was established at Lima, Peru. Dedicated to traditional instruction in the humanities and in the professions, San Marcos has nevertheless seen most of Peru's liberal movements initiated within her halls. There is a Catholic University in Lima, and universities at Cuzco, Trujillo, and Arequipa. They are now under the Ministry of Education, and since its creation in 1934, the number of pupils in primary schools has almost doubled. 3.

1. COLOMBIA; 2. CHILE; 3. PERU. Coordinator of Inter-American Affairs. Op. Cit.

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The Republic of Argentina has some 14,000 elementary schools with 1,800,000 pupils, and approximately 250 colegios, or high schools with 121,599 students. National and provincial governments cooperate in maintaining the school system, and literacy for the entire country is estimated at eighty eight per cent. It is even higher in the cities. /.

There are nearly a hundred normal schools, in which the school teachers of the nation are educated. In general, the Argentine system of education emphasized traditional concepts of subject matter in the curriculum, with technical and vocational aspects receiving less attention than the classical. /.

Argentina also is strong in health education. /.

The country has six universities, nearly all under state control, the largest of which is the University of Buenos Aires with approximately 15,000 students. Some of the provincial cities have colleges or universities established as early as that of the seventeenth century. That of Cordoba was founded in 1613. At the university level also, education is chiefly traditional and academic. In the professional training fields, law, medicine, theology, and engineering lead the others. Argentina has many excellent libraries, public and educational, particularly in Buenos Aires and in the provincial capitals. /.

With so many of her people working the land, and with transportation difficult, rural education has had many handicaps. However, within the last twenty years, pupils in her free and compulsory schools have multiplied six times. The National University has seven faculties, in Paraguay. 2.

1. ARGENTINA; 2/ PARAGUAY. Coord. of Inter-Am. Affairs. On. Cit.

In Brazil the public school system is slowly being Federalized. The Ministry of Education supervises all public, university, secondary, commercial, professional, and remedial education. By adroit use of small subsidies, the Federal Government is influencing the twenty-one state systems to adopt uniform administration and curricula. 1.

The public system is supplemented by a large number of privately operated secondary schools and universities whose standards are of a high order. Best estimates place their numbers at four private secondary schools to one public. The proportion of privately supported universities is much higher. 2.

The administration has thrown its full weight behind both types of schools and is making an important contribution to further expansion through an intensive program of teacher-training. 3.

In Bolivia education is now receiving renewed emphasis. Bolivia has two thousand primary schools, with 150,000 pupils, but education of children in mining regions and on the haciendas is still provided by the owners, a not too satisfactory condition according to the joint Bolivian-United States labor survey. 4.

Twenty-seven secondary schools have an enrollment of more than 3,300 pupils, and the educational system includes three universities, those of La Paz, Sucre, and Cochabamba; an Institute of Commerce; a School of Mines; and a School of

1. BRAZIL. Coordinator of Inter-American Affairs. Op. Cit.
2. BOLIVIA. Coordinator of Inter-American Affairs. Op. Cit.

Native Languages. Under the Director General of Indian and Rural Education, stress is laid upon the education of the Indian, with particular attention paid to the trades and crafts.

Progress in education has been hampered in Venezuela by the lack of trained teachers, and by the remoteness of many schools. The Ministry of Education is making use of the radio to train its teachers in isolated communities; publishes attractive magazines for teachers and pupils, encourages the revival of the ancient Indian arts and crafts, sends correspondence courses and motion pictures on educational methods to teachers, and is revising curricula to follow modern techniques. Primary schools which in 1935 numbered only two thousand already have been doubled, with some six thousand teachers. The University of Caracas, a fine and ancient institution, is expanding its courses, and technical education is available in agriculture, industry, commerce, and government. ².

In education Uruguay has been a pioneer. Here is the only country in the world to offer free graduate courses in medicine, engineering, architecture, and other professions. Elementary education has been both free and compulsory since 1877, and for Uruguayans who want to go on to higher education, secondary schools, colleges, and universities are provided by the state. Not only is tuition free to Uruguayans, but to foreign students as well. Books can be borrowed; all laboratory and other fees are paid by the state; and post-graduate courses are provided

1. BOLIVIA. Coordinator of Inter-American Affairs. Op. Cit.

2. VENEZUELA. Coordinator of Inter-American Affairs. Op. Cit.

in a wide range of subjects, from the law to chemistry, agriculture, and the industrial arts. Special schools are established for the handicapped, as part of a progressive educational system.

ACTIVITIES:

1. Make maps of each Latin American country. Place schools in their proper positions. Use symbols to represent the number of each student body.
2. Make friezes showing the types of work carried on as a result of the educational training given in the Latin American countries.
3. Make graphs and charts showing proportionate amounts of government money spent for education and spent for other purposes.
4. Prepare talks on
 Elementary Schools in Latin America;
 Secondary Schools in Latin America;
 Colleges and Universities in Latin America.
5. Construct a typical scene from an Elementary school-room in Latin America.

1. URUGUAY. Coordinator of Inter-American Affairs. Op. Cit.

OCCUPATIONS IN LATIN AMERICA.

OBJECTIVES:

1. To show how the Latin Americans utilize their natural resources to the best of their ability.
2. To show that inadequate transportation is a hindrance to manufacturing.

SUBJECT MATTER:

People in Latin America are primarily farmers. They spend much time in agriculture and raising stock.

In the Andes mining is an important occupation.

The petroleum industry is fast gaining prominence.

Latin Americans utilize their forests. This keeps many people busy.

Manufacturing is of little importance because of the difficulty involved in transporting articles.

ACTIVITIES:

1. Write newspaper articles pertaining to occupations carried on by the Latin Americans.
2. Prepare talks to be given at assembly programs pretending you are adults attempting to interest teen-agers in the various types of vocations.
3. On an outline map locate the various occupational centers, agricultural - mining - forestry.
4. Sketch a typical scene of occupations carried on in a mountainous area.

RECREATION FOR THE LATIN AMERICANS.

OBJECTIVES:

1. To understand and appreciate human relationships. It is the duty of every citizen to participate and cooperate for the good of all.
2. To teach that men all over the world are fundamentally alike, but that their society differs because it represents adjusting to different sets of conditions.
3. To study the people of Latin America and their customs.
4. To describe the people of Latin America and their way of life.

SUBJECT MATTER:

Religion is an important part of the everyday life of Latin Americans, and church festivals are universally celebrated. The most important of these are the Catholic holy days: Christmas Day; the Day of the Kings, on January 6; New Year's Day; Easter Sunday; the days before Ash Wednesday, when Carnival is held; Ash Wednesday; Corpus Christi; All Saints' Day, on November 1, which is celebrated somewhat like our Memorial Day; and December 8, the Feast of Our Lady.

ACTIVITIES:

1. Dramatize several Latin American festivals.
2. Show how Christmas is celebrated in Latin America.
3. Prepare a report comparing our recreation with recreation of Latin Americans.

1. Delaney, Eleanor. LATIN AMERICA. Op. Cit. P. 59.

HEMISPHERE UNITY - A CIVIC RESPONSIBILITY.

OBJECTIVES:

1. To build intergroup understanding, respect, and good will.
2. To break down the barriers of prejudice.
3. To form an increased ability to interpret data found in newspapers, magazines, etc., in relation to the problem.
4. To teach pupils that in a democracy, every privilege entails its responsibility.
5. To foster the ultimate aim of "a better world."
6. To establish a closer tie between the United States and Latin America.
7. To develop the need for thinking hemispherically.
8. To promote understanding and friendship between the Americas.
9. To develop the skill of getting along more harmoniously with members of the Latin American groups.
10. To understand the desirability of a good neighbor policy between the United States and Latin America.

SUBJECT MATTER:

The word Latin applied to America describes no common culture, no common race, not even a common language.

Pan American unity is, in fact, a distinctly artificial concept. Most of the Latin-American peoples have closer cultural connections, as well as closer economic connections, with Europe than with North America. Only the Caribbean countries are under the commercial domination of the markets in the United States. Argentina - commercially the most progressive

country in Latin America - has much closer ties with Great Britain. In the realm of ideas, the objectives and attitudes of the people of Spanish and Portuguese ancestry are, in general, much more understandable to Europeans than to Anglo-Americans. Also, the time is still too recent when the United States was acquiring territory at the expense of the Latin Americans - Texas, the southwest, and California, the Canal Zone, and Puerto Rico. /-

None of these countries has any sentimental attachment to the United States, which would weigh against the practical fact that most of the essential foreign markets for surplus products are to be found in Europe - whether in Great Britain or Germany. /-

ACTIVITIES:

Make a hemisphere map showing physical features of North and South America.

On an outline map, show community centers in the Americas where citizens with a concept of civic responsibility could develop hemisphere unity.

Prepare an oral report on how the average citizen can contribute to hemisphere unity.

Prepare a bulletin board of current events' clippings relating to hemisphere unity.

Collect travel folders relating to trips through the other America.

1. James, Preston E. LATIN AMERICA. Op. Cit. P. 847.

THE PLANNING PERIOD

WHAT MUST BE KNOWN

ADVANCE PLANNING BY THE TEACHER:

The foregoing units would suggest that which is the teacher's part in the planning of the work.

ADVANCE PLANNING BY THE GROUP:

Given the course of study to be followed, the group can plan the order of events and the type activities it wishes to carry out.

APPOINT COMMITTEES TO FIND INFORMATION:

This can be done either by the teacher or by the group leader. I feel that it is always more democratic if the appointing of committees is done directly by the group with the teacher merely playing the part of observer and person who guides when it is necessary.

PROVIDE FOR GROUP DISCUSSION:

Round Table discussions can be the order of the day. Socialized recitations are most advantageous.

WORKING PERIOD

During the working period sundry types of pursuits can be indulged in by the group. Visual materials are a prime requisite. Excursions and trips can be taken; in this type activity there is often a great deal of learning that takes place which would not be found in books. Problems can be studied; research work should play an important part in all classroom procedures.

Illustration and Construction can be carried out by means of the activities mentioned in Chapter VI of this paper. For example, construct a Mexican market scene. Oral reports and group recitations seem to be an adequate way to check on knowledge of the scope of the material; that is one way to test the material that has been assimilated.

BIBLIOGRAPHY

On the next five pages will be found an annotated list of books suitable for grade eight. In this list may be found texts and supplementary reading, including stories, magazines, and pamphlets. Both poetry and music are suggested. For additional suggestions as to books that might be used by the teacher see the bibliography at the end of this paper.

Materials for instructional aids can be found in public libraries. Exhibits can be arranged from home collections of the students and their friends and relatives. This first hand material has a high evaluation; much more and lasting knowledge is gained by looking at a picture, an article, a replica of the picture, or a replica of an article than all the talking that us adults could do while teaching our students.

Moving pictures that can be obtained from various institutions such as the visual aids department of the individual school department or the visual aids department of Boston University or from the Children's Museum are invaluable in making the study of Latin America graphic.

BOOKS FOR GRADE VIII.

Following is a list of books which I found that my class considered helpful in their study of Latin America:

Blackwell, Alice S. SOME SPANISH-AMERICAN POETS. Philadelphia: University of Pennsylvania Press, 1929. 559 p.

The works of more than eighty poets are represented among the selections of the volume. This group of poems serves to introduce the themes and poetic style which will lead to other endeavors. One of the objectives of the collection is to contribute toward a better understanding which will lead to mutual respect and goodwill.

Dalglish, Alice. WINGS AROUND SOUTH AMERICA. New York: Charles Scribner's Sons, 1941. 158 p.

South America! A continent that is full of interest for us - a continent of varied scenery, of glowing color, of striking contrasts and constant surprises. An important feature of this book is its personalization of children and people.

Goetz, Delia. NEIGHBORS TO THE SOUTH. New York: Harcourt, Brace, and Co., 1941. 302 p.

A discussion of twelve Central and South American countries of today. The clear photographic illustrations and open page give the book an inviting appearance - nor will the child be disappointed in the text, as there are many graphic episodes, such as when the Spanish conqueror took a piece of paper, crushed it in his hand, and placed

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it on the table before the king to describe the topography of South America. Each country is considered separately. Essential facts about the geography, climate, and people are brought out, but through the book there is enough of human interest to give the sketches individuality.

Coetz, Delia and Fry, Varian. THE GOOD NEIGHBORS. HEADLINE BOOKS. No. 17. New York: The Foreign Policy Association, 1939. 96 p..

A brief and popular account of the history of Latin America and our relation to it. Very easy reading. Non-technical. Presentation of the current problems of inter-American cooperation. A valuable contribution to the understanding of Latin America and to the formation of sound concepts about the American republics.

Hager, Alice R. WINGS OVER THE AMERICAS. New York: The Macmillan Company, 1941. 162 p..

A flight around South America in a clipper ship was the adventurous experience of the author; her assignment was to take a look at the investments that had been made in the sky routes by the United States Companies; to find out just where the United States stands in the terrific aerial competition ahead; and to learn what better relations and business opportunities and travel facilities might result from the new transport system. Some of the difficulties described are those of preparing a landing field in countries that had never been accurately mapped, and where disease, wild beasts, and reptiles menace. The author injects

lively personal anecdotes about the people and region into her graphic reporting on the technique of clipper flying in the conquest of air over South America.

Rauschenbush, Joan. LOOK AT LATIN AMERICA. HEADLINE BOOKS.

New York: The Foreign Policy Association, 1940. 64 p.

Nontechnical but authoritative presentation of the current problems of inter-American cooperation. A valuable contribution to the understanding of Latin America and to the formation of sound concepts about the American Republics. This book offers some fact we need to know if we are to contribute our share intelligently to mutual good will and common purpose. Here described are the people, geography, resources, trade, transportation, economic progress, and defenses of Latin America.

Stewart, Watt and Peterson, Harold F. BUILDERS OF LATIN AMERICA.

New York: Harper and Brothers, 1942. 343 p.

The men who have played an important part in building Latin America, include, educators, literary figures, and scientists, as well as conquerors, patriots, and dictators. One hears more about this last group because they were the most spectacular persons. Daring, courage, and political skill are apparent in the careers of such men as Cortez, Bolivar, and Diaz. The authors have treated these figures adequately and clearly, but a special contribution is in their accounts of the Inca Atahualpa; Moreno, the Argentine lawyer and founder of the republic; Dom Pedro II, Emperor of Brazil; Sarmiento, the educator; Ruben Dario, Latin America's

greatest poet; and other important persons not so familiar to people in the United States. Twenty-two builders are described. The biographies are arranged in four chronological divisions called Foundations, Revolution, Dictatorship, and Toward a Better Future! While these builders are only a few of the many persons who contributed to their countries development, they are representative of historical phases, and suggest the different parts played by individuals. The characters of those chosen are varied, the accounts interesting and often dramatic, so that the book is valuable for pleasure reading as well as for reference.

Torre, Emilio de, and others. THE LATIN-AMERICAN SONG BOOK. Boston: Ginn and Company, 1942. 128 p.

A varied and comprehensive collection of Latin American songs to be used for many occasions by all who like to sing; complete with piano accompaniment. About seventy songs in this collection. The majority of the songs are in Spanish, but there are also songs from Brazil as well as some Louisiana French and French Canadian. An introduction discusses the general sources of the songs while each selection has an individual note about the origin of the song and where it is sung today. In addition to the English lyrics most of the songs have one verse in the original language. The songs are varied and suited to group singing.

West, Wallace. OUR GOOD NEIGHBORS IN LATIN AMERICA. New York: Noble and Noble, Publishers, Inc., 1942. 388 p.

Based on the Good Neighbor Radio Programs presented by

the National Broadcasting Company with the approval of Cordell Hull, Secretary of State, United States of America. Aim: to create a greater interest in Latin America in order to help us to understand thoroughly and to appreciate the individual culture, characteristics, and progress of our neighbors to the south; to explain the development of their country by retelling the stories of their national heroes and their history making deeds; to describe the people and their way of life; to show how their industries are affected by the climate and physical characteristics of the lands; and to promote the spirit of mutual toleration and cooperation in supplying and supplementing each other's needs both in peace and in war.

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CHAPTER VI
SUITABLE ACTIVITIES CONCERNING THE STUDY OF
LATIN AMERICA

In this section can be found suggestions for both Community and In-Class Activities in which the student of a Latin American Social Studies Program may take part.

The Purpose of these activities in regard to the study of Latin America are to:-

- A. Obtain information as to the cultural and racial backgrounds of students.
- B. Obtain judgment of teachers as to shortages in attitudes of students.
- C. Give preliminary tests: home background and attitude tests.

As an approach to these activities on Latin America: talk about things happening in these countries at the present time. Use wall maps, pictures, folders from railroads and steamship and airline offices; newspaper and magazine articles. The children may bring in articles made in these countries. Discuss the interdependence of countries. Books on reading tables create interest..

Book Reports can be invaluable. Read biographies and autobiographies of heroes and heroines in the Latin American groups to develop worthy attitudes toward the peoples. Read the mythology and folklore and experience the art of the Latin American groups. Read sympathetically written novels, poems, plays about and by members of the various Latin American groups..

Read the best magazines, newspapers, and periodicals pertaining to Latin Americans.. Read books and articles which in a general way depict the cultural contributions of the Latin American groups to our common American life.

Books Suggested for Children's Reading are:

Babson. A CENTRAL AMERICAN JOURNEY. NEW YORK: World Book Co..

Baylor. JUAN AND JEANITA. Boston: Houghton Mifflin Co..

Goetz, Della. LETTERS FROM GUATEMALA. Boston: D.C. Heath & Co..

Lee, Millicent. MARCOS, A MOUNTAIN BOY OF MEXICO. Wisconsin:

Whitman Publishing Co..

Lee, Millicent. PABLO AND PETRA, A BOY AND GIRL OF MEXICO.

New York: Thomas Y. Crowell Co..

Lide, Alice A. AZTEC DRUMS. New York: Longmans, Greene, & Co..

May. CHILDREN OF MEXICO Chicago: Rand McNally Co..

McDonald. MANUEL IN MEXICO. Boston: Little, Brown, and Co., Inc..

Nida. PANAMA AND ITS BRIDGE OF WATERS. Chicago: Rand McNally Co..

Hogner. CHILDREN OF MEXICO. Boston: D.C. Heath and Co..

Peck. YOUNG MEXICO. New York: Robert McBride & Co...

Von Hagen, Victor. RICHES OF CENTRAL AMERICA. Boston: D.C. Heath and Co..

Other types of activities might include:

1. Discover and list the sources of information on Latin America found within your own community - (travelers, people with Latin American background, travel agencies, libraries).

Make a map of the community showing these sources..

2. Attend church meetings or ceremonies.

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3. Visit nationality centers; learn some folk songs and dances.
 4. Attend a regional or national convention of a Latin American group.
 5. Build inter-group friendships, visiting back and forth in homes. This would give personal contact with Latin Americans.
 6. Definite topics:

Discover Latin American trade relationships with us.

Discover Latin American influence on our fashions,
sports, and food.

7. Find out how the community is dependent upon Latin America.
8. Interview Latin American residents of the community, for first-hand information on life in Latin America.
9. Invite Latin American residents of the community to speak at assembly programs in order to present first-hand information on life in Latin America.
10. Have a Latin American correspondent talk in the community.
11. Take a trip to a museum to see a Mexican exhibit.
12. Visit a museum or bank to see an exhibit of Latin American coins.
13. Start a museum at school:

Clip magazine and newspaper articles on Latin America.

Collect pictures and stories of Latin America.

Bring in Latin American art and handcraft objects.

14. Have an exhibition on a sandtable:

Panorama of Latin America.

Costumed dolls placed on different sections of map of
Latin America.

Show main routes of Latin American travel..

- 15.. Construct a sandtable scene showing life on a rubber plantation.
16. Construct a sandtable scene showing life on a coffee plantation.
17. Construct a sandtable scene showing life in an Amazon village.
18. Construct a sandtable scene showing life in a village high up in the Andes.
19. Participate in a class exhibit made up of articles found at home or elsewhere that bear a Latin American trademark. Discuss the kinds of things made in these countries. Discover by reading or by talking with older people why articles made in one country are very expensive here, and those made in another country are very cheap..
20. Plan an exhibit of Latin American products, such as Brazil nut pod, cacao beans, coffee beans, raw rubber, carved hardwoods, etc..
21. Collect as many coins from Latin American countries as you can.. Arrange them for a class exhibit.
22. Collect stamps from the Latin American countries and arrange a class exhibit of them.
23. Construct a Mexican village.

Make a mural, showing dress, occupation, and mode of travel of the village people. (Use as background.)

Give the village a market day atmosphere.

Clay oxen and wooden carts.

Small burros loaded with baskets.

Indian dolls with baskets on their heads.

Indian dolls with baskets hanging from long poles extending across their shoulders.

Dress some dolls as dancers.

Dress some dolls as singers with guitars.

Display baskets of fruit, cages of birds, flowers and pottery.

Cactus plants made of flour and salt..

Houses of cardboard, covered with a clay mixture, painted bright blue, yellow, or pink.

- 24.. Construct a Mexican market - out of cartons, fruits, vegetables, nuts, pottery, baskets, etc., on display..
25. Plan and build a home patio.
26. Construct a model of one of the ancient Mayan and Aztec temples or pyramids..
- 27.. Make a model of a Latin American village.
- 28.. Model Latin American homes.
29. Make a model of a reed boat like the fishermen use on Lake Titicaca.
- 30.. Make a diorama of a Mexican Tribal Dance. Cardboard boxes with paper can be used in making buildings and terraces.. The figures can be cut from heavy paper and colored with water colors.
31. Have each pupil make a scrapbook, either on Latin American countries as a group or on a particular country which arouses his special interest.

32. Fill booklets with pictures, drawings, stories, and an outline of each country..
33. Make a magazine about South America.
Include: Stories about different countries;
Advertisements of products;
News items;
Pictures and cartoons;
Information about books on South America;
Poems.
34. Map Study - to show likenesses and differences between North and South America.
35. Make maps of Latin American countries, decorating them with sketches of things or people from the books you have read. You may also put music and/or stamps of the different countries on the map..
36. Make maps of the Latin American countries, placing pictures of famous persons from each country on each map..
37. Make maps of the Latin American countries, decorating them with the costumes of children in these lands.
38. Make a pictorial map of South America, showing vegetation, products, animals, and cities.
39. Make illustrated maps of wild life in Latin America.
40. Make illustrated maps of points of interest in Latin America.
41. Construct a pictorial map of the Latin American countries; this may be done on unbleached muslin; the colors can be "steamed in" with a wet cloth and hot iron; this method of steaming will make wax crayon designs quite permanent.

42. Make a map of the Pan American highway.
43. Make a rainfall map for each of the Latin American countries.
44. Make population density maps for each Latin American country.
45. Make a relief map of Latin America, using a mixture of flour and salt..
- 46.. Make a map illustrating winds and ocean currents affecting Latin America.
47. Paint a large mural illustrating Inca life.
48. Paint murals of Inca civilization at its height; the jungle and jungle workers; a market place scene; carnival time.
49. Make a detailed study of the Aztecs in a painting of their typical life.
50. Make friezes showing home life in a mountain village of the Andes; home life in the jungles of Central America; home life on the pampas of Argentina; home life in the cold region of Patagonia; home life along the Amazon..
51. Make an international frieze around your classroom or a set of panels that can be set up for special occasions. Decorate it with any of the following: the flag of the country, its flower, a few bars of its national anthem, costumes of its boys and girls.
52. Make travel posters showing typical scenes in Latin American countries.
53. Make paintings showing costumes, dances, and numerous activities..

- 54.. Draw birds, animals, and children of the countries in life-size for room decoration.
55. Draw a picture of the Amazon forest.
56. Make illustrated panels 12"x18".. Each panel should contain some features that are outstanding in the Latin American country being studied. For instance, the llama is typical of Chile. Coffee growing is generally associated with Brazil. After reading about the different countries, each pupil can be assigned a country for these illustration panels.. When completed, the panels make an artistic, interesting classroom border.
- 57.. Write an essay comparing the life of the peon with his family with the life of your own family.
- 58.. Write a Mexican play or pageant for a school assembly..
59. Write articles to interest people in going to Mexico and other Latin American countries.
60. Write letters describing an imaginary trip to Latin American countries.
61. Make up a diary of a day you might spend sight-seeing in a Latin American country.
- 62.. Write an original play on the life of one of the Latin American heroes and liberators. Dramatize it.
- 63.. Write letters to various cities or air companies requesting travel booklets or publicity pamphlets on Latin America.
- 64.. Write to publishers for jackets of their latest books about Latin America. These make colorful wall displays; place them on the bulletin board.

- 65.. Correspond personally with a Latin American student.
- 66.. Current Events - oral reports; debates and discussions; information-please programs. Use newspapers, magazines, recent books and pamphlets.
67. Play an alphabet game by names; name all the countries, cities and products, the name of which starts with A. Give a statement about each. Do the same with B and the other letters of the alphabet.
- 68.. Play a guessing game by describing a city, country, or a region in South America without name; ask classmates to name the place you are describing..
69. Going Places? Tell where you would go to see the scenes suggested by the following. Describe the scene:
- a. Mining of nitrate.
 - b. Largest city of South America.
 - c. Best natural harbor.
 - d. One of the world's greatest wheat-producing regions..
 - e.. A country made up almost entirely of grassland.
 - f. Highest navigable lake in the world.
 - g. A region of fiords and islands.
 - h.. A great copper mine.
 - i.. Quebracho forests.
 - j. Remains of an important ancient civilization.
 - k. A region of sheep ranches.
 - l. Great waterfalls.
 - m.. Irrigated farms.
 - n. Terraced farms.

- o. Tropical forests with monkeys climbing among branches.
- p.. Highest peak in the world.
- q. Coffee plantation.
- r. Diamond mine.
- s. Gathering wild rubber.
- t. Largest river in the world.

70. From the preceding list, select ten places you would like to visit. Arrange these in order to be visited on a circular tour through South America; note means of transportation; kind of clothing; interesting places; length of time.
71. Make a tourist card to enter Latin American countries and fill out customs slip.
72. Keep a diary of a trip and record foreign words learned.
73. Make a map to show the route of travel on an imaginary tour of Latin America. Place small paper cars at different locations on the map to show places visited.
74. Take an imaginary trip by airplane through the Latin American countries. Have the pupils travel from low latitudes to high latitudes, and back again, thus revealing the change in life conditions with latitude.
75. Plan a trip to some of the Latin American countries; estimate the cost of various ways and means of going. Make a list of the things you would have to know before starting, such as pass ports, visas, United States customs, etc.. Know where you would go to get information about them. Have a discussion in your class of a gift you would choose to

bring back to friends from each country visited.

76. Plan where you would take a friend sightseeing in Latin America.
- 77.. Plan an automobile trip on the Pan American Highway, with stops at points of interest along the way.
78. Dramatize: Feast days and legends;
Making of the flag and the anthem;
Life of Dom Pedro I;
Pageants.
79. Plan a celebration of Pan American Day - April 14th - or of special Latin American holidays and festive occasions.
80. Make flags and colorful costumes, as well as plan dances, songs, and pageants in honor of Latin American heroes or traditions.
81. Discover what the flowers symbolic of Latin American countries are and why they were chosen. Can you find any legends or stories about them? Make a dramatization of such a legend to your class.
82. Dramatize stories of the conquest of yellow fever.
83. SAMPLE GUIDE QUESTIONS FOR GROUP DISCUSSION:
 - a. Why was Mexico a valuable possession for Spain?
 - b. Tell of transportation facilities in Mexico. Do you think these will improve? Why?
 - c. How is Mexico governed?
 - d. Describe the building of the Panama Canal and tell why it is so important. What great American did much to promote it? (Theodore Roosevelt).

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- e. Tell of Central America as it was under Spanish rule, and as it is now in regard to division of countries.
 - f. Name important occupations and products of Central America.
 - g. Who owns and operates many of the banana plantations in Central America? Why is this an advantage?
 - h. Most of the people of Central America live in the highland region of the west coast. Why?
 - i. How do the people of the two continents differ; why?
 - j. Explain why Bolivia has two capitals.
 - k. Why are the language and customs of Bolivia so much like those of Peru?
 - l. What effect does the shape of Chile and Argentina have on their climate?
 - m. Why do you suppose there are more people of European blood in Chile than in most of the other South American countries?
 - n. Discuss the statement: "People should be able to read and write in order to vote."
 - o. Why are most of the people of Argentina farmers?
 - p. What is the season in Argentina at Christmas? Why?
 - q. Why is Argentina sometimes called "The Food Producer of the World?"
 - r. Tell the story of "The Christ of the Andes."
 - s. Of what value is the Uspallata Pass?
 - t. Talk about the educational system of South America..

u. Discuss trade relations between Brazil and the United States.

v. Suggest ways in which you think we might become better neighbors of South America.

84. Weave rugs and blankets.
85. Paint gourds.
- 86.. Design large vases in Mexican style with free brush design.
87. Paint paper plates with Mexican design.
88. Make Mexican pottery.
89. Make paper bowls and vases and decorate them with South American motifs.
90. Make decorative masks and bowls from paper mache or pasted strips.
- 91.. Make linoleum block prints of Aztec or Toltec designs.
92. Make a piece of embroidery in the style of one of the Latin American nationalities.
93. Make flags of the Latin American countries. Use cloth and wax crayons or oil paints.
94. Make musical instruments for an orchestra, including the following instruments popular in Latin America that can be made easily:- gourd rattles, castanets, slap sticks, drums, marimbas, pan pipes, maraccas.
- 95.. Do some wood carving in Latin American design.
96. Make costumes typical of the countries for dolls.
97. Paint designs typical of Brazil.
- 98.. Sculpture famous Brazilians.

- 99.. Plan a bulletin board of Latin American interest. Include:
reviews of motion pictures with Latin American background, reviews of current books and magazine articles concerning Latin America; advertisements pertaining to Latin American materials; advertisements concerning Latin American travel; local appearances of Latin American musicians and artists.
100. For a bulletin board, collect clippings from the daily paper of events in Latin America during a few months or a year.
101. Collect postcards of views and of types of people of the Latin American countries.
102. Collect reproductions or pictures of the outstanding work of art of the Latin American countries.
103. Help to prepare a reading list of books on Latin American children. This may be done as a way of observing Book Week.
- 104.. Collect pictures commemorating peace and cooperation between North American and Latin American countries. Include a picture of the statue, Christ of the Andes. Find out all you can about one of them, and prepare a report to give the class on this one.
105. Collect pictures of Mexico's old Spanish churches and missions, ruins of Aztec and Maya villages, villages of present day Indians, volcanoes, haciendas, the scenes around oil mines.
106. Discover how the Latin American countries celebrate Christmas, and compare their manner of celebrating it

with the way the people of the United States celebrate Christmas.

107. Choose holidays celebrated by the Latin American countries that are not celebrated in the United States and tell the class about how and why they are observed.
108. Imagine that eight of your friends have decided to move to Brazil, and that each one wishes to do a different kind of work there. Tell where each friend must go in Brazil to find the kind of work he wants, and what he may expect to see when he gets there. Name the Brazilian seaport for which he must buy a ticket, and use the maps to make all your directions clear.

Following are the kinds of work that your friends wish to do:

- a. Start a rubber plantation.
- b. Raise sugar cane.
- c. Open a manganese mine.
- d. Manage a cotton mill.
- e. Carry on mixed farming.
- f. Raise coffee.
- g. Raise cacao.
- h. Manage a yerba-maté plantation.

Use maps and charts to show the above.

109. Imagine that you are from a certain part of Latin America. Tell as many of these things as you can: How you are dressed, how you make a living, what your home is like, where your city or town or farm is located. Then ask, "What country am I from?"

110. Be ready to tell your classmates what a day in your life would be if you were a child in a Latin American country: your home, your play, your school, etc..
111. Read books and articles which in a general way depict the cultural contributions of the Latin Americans to our common American life, and report on the same to the class.
112. Find out what we in the United States give Latin America in the way of products, customs, dress, etc..
113. Find out about the languages spoken in the Latin American countries. Familiarize yourself with some of the more common words. Note similarities between these languages and English..
114. Employ a Good Neighbor policy.. Stress tolerance -- inter-group understanding, respect, and good will through group discussions.
115. Make a time line to show important events in the history of the Americas. Include such dates as:
1492 Columbus discovered America; 1501 - Americus Vespuccius sailed to the New World; 1519 - Magellan sailed around the world; 1521 - Cortez conquered Mexico, etc..
116. Make a time chart showing the outstanding facts in the history of Mexico..
117. Make graphs comparing the size and population of the various countries of Latin America with the State of Massachusetts.
118. Topics for composition:
 - a. The production of rubber.

- b. Coffee Land.
- c. The production of petroleum.
- d. Men who helped to Free South America

Simon Bolivar	General Sucre
O'Higgins	San Martin.

- e. The Land of the Incas.
- f. The llama, the alpaca, and the vicuna.

- 119.. Make a puzzle map of South America. Let pupils locate Brazil and its rivers, cities, etc..
- 120. Make a puzzle of words that describe a Latin American country.. Let pupils put them together to complete the sentence.
- 121. Develop a crossword puzzle on places and products of Latin America.
- 122. Prepare reports on growing and harvesting bananas. Tell how and from where they are shipped, places they are received, and how they are distributed.
- 123. Look up and report about the history of the Incas.
- 124. Look up and report about the Aztecs.
- 125. Read and report about guanacos.
- 126. Look up and report about the Patagonian Indians.
- 127.. Make a list of some of the things, such as radio and air routes, that have brought and are bringing the countries of Latin America closer to the United States, and make them more dependent upon each other.
- 128. Find out about the Pan-American Union.
- 129. Learn about the sports of the Latin American lands.

130. Make a set of clothespin dolls dressed in the native costumes of the Latin Americans.
131. Draw and design paper dolls in Latin American costumes.
132. Make shadowgraph outlines, showing means of transportation in Latin America.
133. Make a moving picture box and series of pictures showing the story of such Latin American products as coffee, rubber, or bananas.
134. Make flash cards showing pictures of animals of South America; use your cards in class to see how rapidly your classmates can name each animal.
135. Make clay models of animals and birds of Latin America.
136. Collect several recipes for Latin American dishes. Try out one of these recipes.
137. Plan a Latin American party, serving food such as tortillas made from corn meal.
138. Be able to dance a Latin American folk dance.
139. Be able to sing a few Latin American songs.
140. Plan a program of Latin American games and dances.
141. Be ready to take a comprehensive test at the close of the unit.

CHAPTER VII

BENEFITS THE COMMUNITY REAPS FROM ITS PUPILS

CHILDREN WORK WITH ADULTS TOWARD THE IMPROVEMENT OF DEMOCRATIC LIVING

Knowledge is the keynote.. Respect the rights of others.
Be aware of the interdependence of the americas. As citizens
in a democracy, show loyalty to the democratic way of life.
Possess habits of social living, exemplary to citizenry in a
democracy.. Adults leading children to establish these atti-
tudes help to improve the democratic way of life.. Children
following adult leadership in these attitudes help further to
improve the democratic way of life.

The child must practice a good neighbor policy first to his
school mates, friends, and family, before he can employ a good
neighbor policy to Latin Americans.

Participation in local community events of an inter-American
nature helps promote hemisphere solidarity, hemisphere unity.

The ultimate goal for each community might be the securing,
equipping, and furnishing of a intercultural center - a place
where all elements in the community can find opportunities for
self-expression and fellowship.. 1.

To the building of a stronger America, the schools of the
nation are dedicated.. 2.

1.. DuBois, Rachel Davis.. BUILD TOGETHER AMERICANS.. ADVENTURES
IN INTERCULTURAL EDUCATION FOR THE SECONDARY SCHOOL.
New York: Hinds, Hayden & Eldredge, Inc., 1941. P. 49..

2.. EDUCATION AND NATIONAL DEFENSE SERIES. HEMISPHERE SOLIDARITY.
Pamphlet No. 13. Federal Security Agency, U. S. Office
of Education, Washington, D. C.. 1941. 23 p.

To understand better our Latin American neighbors, to appreciate their contributions to total hemisphere welfare, and to think through some of the vital problems affecting mutual cooperation a tolerance among all nations concerned is needed./

Intergroup understanding, respect, and good will is developed among present pupils who will be the voters and leaders of tomorrow.

The problem of inter-American relations touches upon practically every phase of life. Definite contributions to the solution of the problem can be made by everyone. There is a need of a concerted and coordinated activity with an avoidance of duplication and more careful examination of problems which are of immediate importance, but which have not been given particular attention in the past. Research and practical programs need to be more closely correlated, and the information collected widely diffused through lecture and incorporated into history, human geography, labor economics, and general social-science texts and courses.. Writers of Latin American history texts might very well include such data in their books. Social-service programs should be founded on a realistic basis of soundly established fact and should be related to broad programs of general public improvement and cultural development.²

1. DuBois, Rachel Davis. BUILD TOGETHER AMERICANS. ADVENTURES IN INTERCULTURAL EDUCATION FOR THE SECONDARY SCHOOL. New York: Hinds, Hayden & Eldredge, Inc., 1941. P. 49.
2. THE LATIN AMERICAN PROBLEM. SCHOOL AND SOCIETY. Dec. 4, 1943. v. 58, no. 1510. P. 441 - 443.

1. The first part of the paper is devoted to a general discussion of the problem.

2. The second part is devoted to a detailed analysis of the case of a single particle.

3. The third part is devoted to a detailed analysis of the case of a system of particles.

4. The fourth part is devoted to a detailed analysis of the case of a system of particles.

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28. The twenty-eighth part is devoted to a detailed analysis of the case of a system of particles.

29. The twenty-ninth part is devoted to a detailed analysis of the case of a system of particles.

30. The thirtieth part is devoted to a detailed analysis of the case of a system of particles.

Changes have occurred in both the social and economic conditions of the Spanish-Americans and the Mexicans, and we should know to what extent and in what ways these have taken place. '

Racial discrimination, the return of immigrants to their home environments, problems of health and nutrition, crime and delinquency, and educational and recreational needs are among the problems that need further investigation. '

1. THE LATIN AMERICAN PROBLEM. SCHOOL AND SOCIETY. Dec. 4, 1943. v. 58, no. 1510. P. 441 - 443.

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CHAPTER VIII.

INTERCULTURAL RELATIONS WITH OTHER COUNTRIES AS A RESULT OF STUDYING HABITS, CUSTOMS, AND ATTITUDES OF THE LATIN AMERICANS.

AVOID ANTISOCIAL CONCEPTS.

If teachers have the following creed, pupils will acquire a certain amount of it. In order to promote intergroup understanding, teachers should study their own prejudices, strive to eliminate them, and refrain from acting upon them. Teachers should teach the facts of race and of cultural differences. Teachers should strive to eliminate from school procedure any vestiges of discrimination or disparagement of minority groups. Teachers should recognize that prejudice is something learned, and can be unlearned. Teachers can set up situations in which representatives of various groups work together on common projects. Teachers can inform themselves about the teaching materials - books, periodicals, films, plays - available to promote intergroup understanding. Teachers can make the school itself a co-operative society where teachers and pupils work harmoniously together with mutual respect. As citizens, teachers can work with individuals and groups to remove handicaps or injustices which affect any group in the community. If teachers try to do that which is suggested above, then no antisocial concepts will be formulated.. /.

1. Johnston, Edgar G. WHAT TEACHERS CAN DO TO PROMOTE INTERGROUP UNDERSTANDING. THE AMERICAN TEACHER. American Federation of Teachers, Mar. 1947.. P. 14.

DEVELOP ATTITUDES.

The role of the school is to start the long-term process of planting and nurturing seeds of understanding which take time for growth.. ¹

Understand facts. "It takes two to make a trade. One nation can't sell if another doesn't buy." ²

The cultural, commercial, and political activities of the American nations are steadily becoming more intimately related and mutually supplementary.. ²

Trade, travel, literature, radio, and motion pictures are all in the process of becoming shared possessions.

Stress the mutual interests and reciprocal needs of the Americas. ²

Draw from many fields of knowledge. ²

AVERT PREJUDICE.

Prejudice means to judge before we know the facts. Prejudice is an attitude, which in the simplest terms, can be described as a tendency to move toward or away from a value. A value is anything, or any idea, that we care enough about to avoid or seek. Prejudice can be either negative or positive, though we think of it mostly in its negative sense, - as, for example, being prejudiced against Mexicans. If, on the other hand, the person appreciates Mexicans, then he has a positive attitude. ¹

1. DuBois, Rachel Davis. BUILD TOGETHER AMERICANS. ADVENTURES IN INTERCULTURAL EDUCATION FOR THE SECONDARY SCHOOL. New York: Hinds, Hayden & Eldredge, Inc., 1941. P. 21; 22.
2. EDUCATION AND NATIONAL DEFENSE SERIES. HEMISPHERE SOLIDARITY. Pamphlet No. 13. WASHINGTON, D. C. : Federal Security Agency, U. S. Office of Education, 1941. 23 p.

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Frequent references to racial discrimination and intercultural conflicts are to be found in the literature, and there is undoubtedly much of it, but rarely have specific cases been thoroughly investigated and documented. ¹

UNDERSTAND GROUP RELATIONS

Intercultural education may be said to have a responsibility to point out within minority groups that certain outmoded ways of action should be sloughed off, and outside the groups to point out historical causes of certain traits so that no one will think of them as biological inheritances which are bound to persist. ²

One's social worlds determine whether or not he will show prejudice toward races other than his own or with minority groups. "Wash that lettuce well,, dear; you don't know how many dirty Mexicans have handled it," says a Mother to her child. ²

There should be a desire on both parts to be neighborly. - The need is to overcome the isolation which has resulted from distance, geographical barriers, differences of language and of cultures. ²

Briefly look at each country of the hemisphere to note its unique status in the family of nations, its special needs, problems, and potential contributions, and the means by which it can contribute most to the common good. Latin America has a rich cultural heritage from the civilization of Spain and Portugal. ³

1. THE LATIN AMERICAN PROBLEM. SCHOOL AND SOCIETY. Dec. 4, 1943. v. 58, no. 1510. P. 441 - 443.
2. DuBois, Rachel Davis.. BUILD TOGETHER AMERICANS. Op. Cit.
3. HEMISPHERE SOLIDARITY. Op. Cit.

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SOCIAL DEMOCRACY.

Social democracy is a scheme of living together well. In a society that is socially democratic the good citizen is the man who is distinguished because of his tolerance, his simplicity, his genuineness, and his fairness. The divisions and antagonisms that there are in the world today are a result of prejudices. Only when the causes of these prejudices are understood and rectified and put asunder, can the desired social order exist. Fraternity is indeed the great spiritual objective of the American way of life. 1

In a working democracy men of all ethnic groups recognize their mutual interdependence with their fellows - and the need and desirability of mutual support.

The field of intercultural education is one of the beckoning frontiers in American School practice. 2

The public school has always been a forerunner in emphasizing education for citizenship. It is up to the educator to cultivate a democratic atmosphere in the school. The success of a school program of American citizenship depends chiefly upon the contributions the teacher makes to the pupils. If the teacher is prejudiced in her approach to any culture group or to representatives of a culture group, the attitude of prejudice becomes a part of her contribution to the education of the pupils and makes it that much more difficult for them to become democratic citizens. 3

1. Mahoney, John J. FOR US THE LIVING. New York: Harpers. 1945.
2. Cole, Stewart G. WHAT IS INTERCULTURAL EDUCATION?
THE AMERICAN TEACHER, P. 4 - 8, XXVIII, No. 7 (Apr., '44).
3. Brown, Francis J. and Roucek, Joseph Slabey. ONE AMERICA.
New York: Prentice Hall Inc., 1945.

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We must face the fact that the young need direction, and that this direction cannot be given by innuendo. The schools of a democracy must have the courage to expose and condemn all the subversive groups gnawing at its structure. If we continue to dread the actual, the concrete, we shall be asphyxiated by our own gentility. /

1. Syrkin, Marie. YOUR SCHOOL, YOUR CHILDREN. New York: L.B. Fischer, 1944.

CHAPTER IX

CHARACTER BUILDING AN OUTGROWTH OF A LATIN AMERICAN

SOCIAL STUDIES COURSE.

INTELLECTUAL EDUCATION.

Teach children to select as their society great kings of thought. Let them make companions of their solitude from the princes of intellect in every language, and of every age, and of every race in the world. This can be nurtured through a Latin American Social Studies Course when concepts and understandings of toleration for our Latin American neighbors are fostered.

KNOW THYSELF - ATTITUDES.

Pause to familiarize with oneself. Through a Latin American Social Studies Course an individual can acquire understanding, respect, and good will for his fellow men in the other America, whether it be Central America, or South America.

With a knowledge of one's tendencies, the bent and bias of his mind, an individual can overcome prejudice.

Over the doors of the Post Office in New York are inscribed the words: "Neither snow nor rain nor heat nor gloom of night stays these couriers from the swift completion of their appointed rounds." Would that as a result of the study of Latin America, students would develop a philosophy comparable to this of permitting nothing to interfere with the objectivity of their thinking toward the peoples of Latin America.

KNOW THY WORK - STUDY.

The students of Social Studies will make the discovery in the course of his study that Latin America is not a new Land. Their survey will bring to light the important fact that this part of the Western Hemisphere is composed of a great variety of kinds of land, a great variety of resources, and is occupied by an extraordinary variety of peoples. The general theme of diversity is illustrated by the contrasts which separate people occupying the land together in specific areas. There are no short cuts, no simple generalizations of wide application, which lead to a quick understanding of Latin America or of Latin Americans as a whole.

Only with knowledge and study can a secure background of the Latin Americans and of Latin America be developed.

MUTUAL TOLERATION.

The discipline and training of self-control; the tacit understanding that none of us is infallible, at least in all things; and that if we are not of the same mind in politics, or literature, or science, or education, we can agree to differ on that one platform, and take up the role of politeness, and even friendship, on all the other points where we may possibly be of one mind, and where our united and harmonious efforts may help along a weak and tottering cause; these all help mutual toleration. This can be an outgrowth of a Latin American Social Studies Course when we develop these feelings toward our neighbors in the countries of Latin America.

CHAPTER X

AVERTING JUVENILE DELINQUENCY BY THE DEVELOPMENT OF TOLERANCE.

LOVE OF FELLOWMEN.

The Church of course is the prime factor in teaching charity and love for neighbor. Charity is among the Commandments of God.

The School is the next agency outside the home and church where tolerance can be fostered.. During the formative years of a child's life, trained teachers observe manners of behavior. Understandings and attitudes are fostered by every teacher every day of her life within the walls of a classroom, on the playground, when she meets her students socially. This personal influence of a teacher might be called "personal presence." The teacher herself must be tolerant if she expects her pupils to learn to practice toleration. The teacher must be willing to look at the final outcome, rather than at the short-comings of the moment. When pupils begin a course in Social Studies or Latin America, they may be very intolerant of their fellowmen, but after they gain appreciations of their fellow Americans, their attitudes will change and they will develop the habit of ascertaining facts before arriving at conclusions.

ELIMINATION OF LAWLESSNESS.

From my teaching and observation, I believe that by showing the causes of lawlessness to children and parents, much lawlessness can be eliminated. A knowledge of facts of lawlessness and

a desire to improve the condition of lawlessness can bring about an improvement of a condition of lawlessness.

Child-Guidance bureaus help to eliminate lawlessness by dealing with individual children. School-Guidance programs, call the courses what you will, help a group solve vital behavior problems. Special schools, so set-up as to provide facilities for physical, mental, and emotional study and treatment help this problem.

"A good program for the rendition of individualized guidance to behavior-problem children takes into account the influence of the parents in the situation and does strive to help parents to understand their children better and to strengthen their capacity for the direction of their children." /

Agencies such as Girl Scouts, Boy Scouts, Campfire Girls, and similar organizations help prevent lawlessness from spreading. In my own city these organizations play a very important part in community life; I myself being a voluntary Girl Scout leader feel that I can make the above statement. Yet I realize the limitations of such organizations in that they only reach a certain percentage of the children who could be benefited by them.

1. Kvaraceus, William C. JUVENILE DELINQUENCY AND THE SCHOOL. New York: World Book Company. 1945. P. 217.

PROVISIONS FOR THE SCHOOL MISFITS.

Only by knowing a child and his environment can a teacher do anything to provide for school misfits. From my teaching experience of the past four years, I can say that the cumulative record, if carefully carried out, can help a teacher to get a better understanding of a new child to her tutelage. Testing programs such as the Stanford, Metropolitan, or Iowa Batteries of Achievement tests that I have administered at various times has given me a chance to understand the academic limitations of the children under my care, and thus have aided me in finding groupings for my pupils for teaching purposes; to my mind, this, to a very great extent, helps to prevent maladjustment, because so often when a child is out of his ability grouping he will have a tendency to make himself a behavior problem. I believe in teaching the child, not just in teaching subject-matter, because in the last analysis it is the development of character that is the most important job of the school. Material knowledge is necessary, but what is the final worth of material knowledge if a good character has not been fostered? None.

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CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.

SUMMARY

In order to do this study I tried to institute and organize a program in which an eighth grade class would develop inter-group understanding, respect, and good will through the study of Latin America. My desire was for these citizens of tomorrow who were under my care in the present to develop tolerant attitudes toward people with a Latin American culture because commerce in the future will probably increase between the United States and Latin American countries, because the air age is upon us whether we will it or not;- transportation will improve;- and barriers will be broken down.

By means of written compositions that were undigned, by means of check marks on questionnaires and check lists I discovered outstanding prejudices existing in the minds of my pupils, and I set out to eliminate them, to eradicate as many of them as possible.

The existing course of study I used as a focal point from which to expand my own ideas about units through which Latin American Social Studies could be taught and toleration could be the outcome.

I believe in an activity program, rather than stereotyped methods of presentation. That which I believe are suitable activities concerning the study of Latin America may be found in Chapter VI of this paper. They are activities that involve not only the class but also the community.

CONCLUSIONS

Among the students whom I taught I discovered a considerable lack of information regarding Latin America. We cannot expect to have an informed citizenry in the near future when it comes to problems regarding Latin America unless we educate our youth of today to have a spirit of mutual toleration.. Why should we who are members of the White French, Irish, or Italian groups look down upon any other group and refer to them in a disparaging manner as foreigners; all of us except the Indian are foreigners to America.

As a result of the questionnaire, statements made in class, and check list on which the pupils gave responses I can make the statement that North Americans are out of touch with the conditions which exist in the countries which share the Western Hemisphere; North Americans accept certain caricatures as representative of the Latin American people. Lack of knowledge should be transformed into knowledge.

Before teaching the course on Latin America my students displayed some distorted views regarding people in the other Americas; after knowledge, and appreciation, as well as understanding were acquired, an altogether different viewpoint was held by these same students.

Therefore I would say, educate the masses. Make use of radio broadcasts, journalism, and moving pictures in the right way to be exponents of tolerance and good neighborliness. Only then can all respect the rights of others.

RECOMMENDATIONS.

To live in peace and harmony with the Latin American countries as Good Neighbors, we should know more about each of these countries, their people, their development. Understanding their customs, becoming familiar with their history and folklore, and recognizing the effect of social studies and climate on the life of the people and their occupations are the keys to becoming Good Neighbors.

Current Events magazines, when depicting a government uprising, should not merely show the bad effects of it, but should give the reasons behind such an affair, - show the cause that resulted in the uprising, - and continue in a further issue to show the net results of a people attempting to assert their independence because they believed themselves to be right.

After students become alert to international affairs between the United States and Latin America, provisions should be made for them to continue to have an interest in such affairs. Students are preparing themselves for the future; they will be the men and women of the future. In the future we shall need a good, sound, firm, policy toward the people in Latin America and toward the government in Latin America. If the students of today develop an understanding of the problems confronting the Latin Americans of today, they will be much more tolerant of the Latin Americans of the future in days to come. They must formulate a policy of mutual toleration and mutual cooperation.

FURTHER STUDY NEEDED.

In order to more fully develop intercultural understanding among school children, I would say as a result of my experience that the study particularly in regard to our neighbors to the south should begin at an early age for all students and be allowed to grow with the maturity of the students.

If this experiment - such as I carried on in a class of thirty - were carried on in more groups and in larger groups perhaps even more prejudices would be discovered, perhaps even more reasons would be given for the formulation of these prejudices.

At present too few of our teen age students are conscious of the meaning of the Good Neighbor Policy. They should be so instructed that it is no longer a slogan and an ideal, it is a reality.

Students of today must be led to understand that inter-American cooperation is now seen to be a necessity for survival rather than a democratic ideal only. The children should be so taught that they will recognize the necessity for military and economic cooperation.

Perhaps as time goes on and this curriculum is used again and again additional units could be added to it. The air transportation system will be becoming more highly developed and more highly specialized. This will present a new subject for further inquiry. If students become conscious that in unity there is strength, there will be no Latin American problem.

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A timely and eloquent book. Tells a dramatic story of the modern and ancient Americas to the south of us, and of their relation to the New World as a whole. Tells of the extraordinary wealth of a great and little known continent, of its jungles, deserts, and snow-capped mountains, its customs, its legends, its glorious history, its conquest by the greedy lustful Spaniards, its clash of races and cultures,

the inrush of foreign capital, the upsurge of the native people, and the promise for the future in the New World. A superb picture of a vast and unknown continent, the continent where still remain enormous areas of unconquered wilds and untold wealth of natural resources. Compares the Americas as to physical characteristics and resources. Deals with the international intrigue and struggle for resources. Includes chapters on the struggle for market, the Monroe Doctrine, and Pan-Americanism.

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The pagans, the papists, the patriots, the protestants, and the present problem. Lectures to awaken an interest in Mexico, Central America, and South America as mission fields. To understand aright the present (1901) condition of Latin America it is necessary to know something of the religious beliefs and practices of the primitive inhabitants of this extensive region. For the citizens of the Latin American Republics the writer has a warm regard which has deepened and intensified by study of their own writers and by English and American eye witnesses of the struggle. Good reference list of books at the end.

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ALIENS IN LATIN AMERICA.

Statistics compiled.

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This booklet contains three articles from the 1941 Compton's Pictured Encyclopedia, showing its comprehensive new treatment of Latin American subjects. The reason for this treatment of Latin America is that no longer is coop-

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes the need for transparency and accountability in financial reporting.

2. The second part of the document outlines the various methods and techniques used to collect and analyze data. It includes a detailed description of the experimental procedures and the statistical analysis performed.

3. The third part of the document presents the results of the study. It includes a series of tables and graphs that illustrate the findings of the research. The data shows a clear trend of increasing activity over time.

4. The fourth part of the document discusses the implications of the findings. It suggests that the results have significant implications for the field of study and may lead to further research in this area.

5. The fifth part of the document provides a conclusion and summarizes the main points of the study. It reiterates the importance of accurate record-keeping and the need for ongoing research in this field.

6. The sixth part of the document includes a list of references and a bibliography. It cites various sources that have been consulted during the research process.

7. The seventh part of the document contains a list of appendices and additional information. It includes a detailed description of the equipment used in the study and a list of the personnel involved in the research.

8. The eighth part of the document provides a list of contact information for the authors and a list of the institutions involved in the study.

9. The ninth part of the document includes a list of acknowledgments and a list of the funding sources for the research.

10. The tenth part of the document contains a list of the authors' contact information and a list of the institutions involved in the study.

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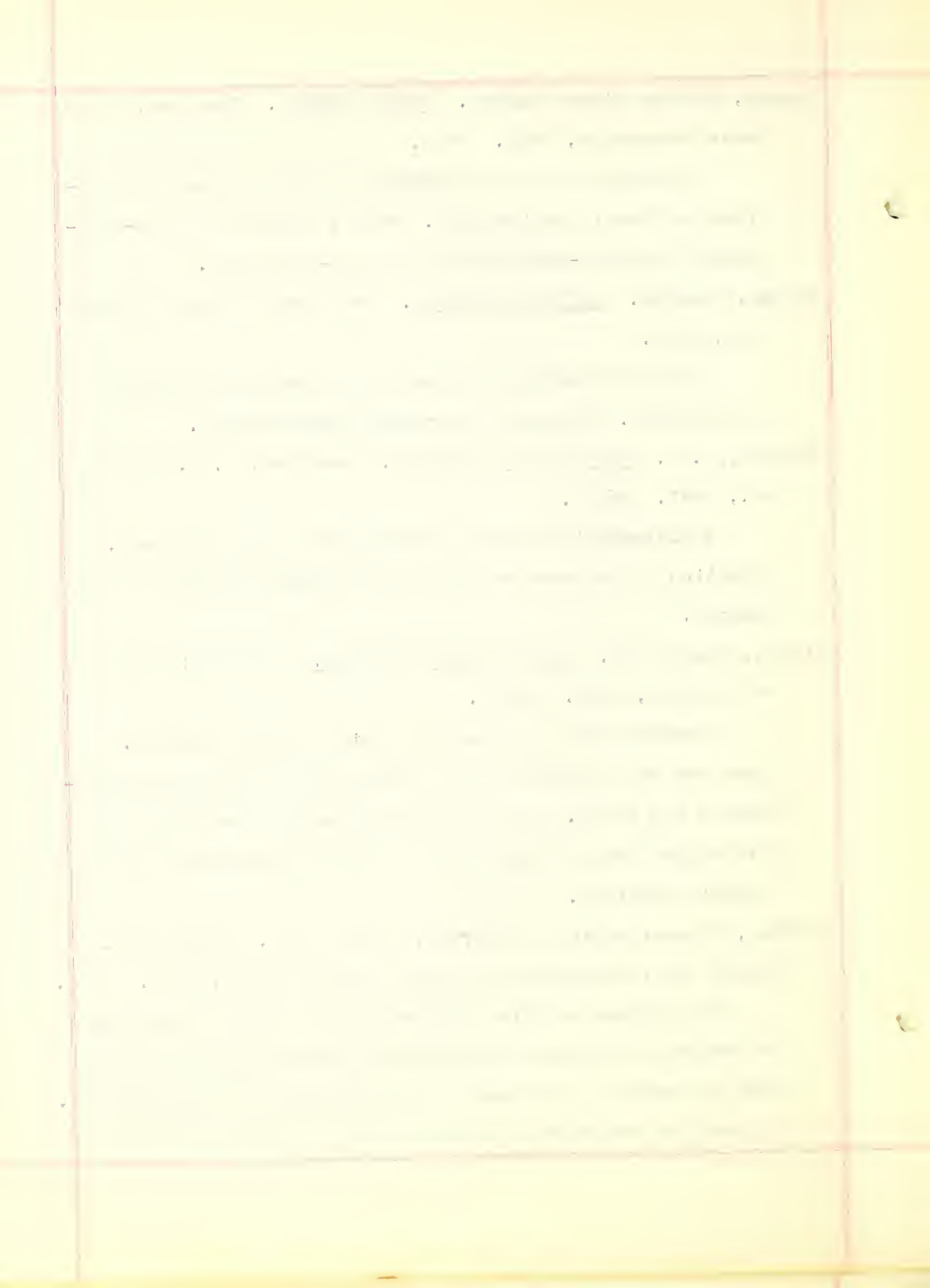
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A discussion of twelve Central and South American countries of today. The clear photographic illustrations and open page give the book an inviting appearance - nor will the child be disappointed in the text, as there are many graphic episodes, such as when the Spanish conqueror took a piece of paper, crushed it in his hand, and placed it on the table before the king to describe the topography of South America. Each country is considered separately. Essential facts about the geography, climate, and people are brought out; but through the book there is enough of human interest to give the sketches individuality.

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A brief and popular account of the history of Latin America and our relation to it. Very easy reading. Non-technical. Presentation of the current problems of inter-American cooperation. A valuable contribution to the understanding of Latin America and to the formation of sound concepts about the American Republics.

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Gunther, John. INSIDE LATIN AMERICA. New York: Harper & Brothers, 1941.

A journalistic picture of Latin America.

Hager, Alice R. WINGS OVER THE AMERICAS. New York: Macmillan Company, 1941. 162 p.

A flight around South America in a clipper ship was the adventurous experience of the author: her assignment was to take a look at the investments that had been made in the sky routes by the United States Companies; to find out just where the United States stands in the terrific aerial competition ahead; and to learn what better relations and business opportunities and travel facilities might result from the new transport system. Some of the difficulties described are those of preparing a landing field in

countries that had never been accurately mapped, and where disease, wild beasts, and reptiles menace. The author injects lively personal anecdotes about the people and region into her graphic reporting on the technique of clipper flying in the conquest of air over South America.

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v. 3. EAST COAST COUNTRIES.

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Herring, Hubert Clinton. GOOD NEIGHBORS: ARGENTINA, BRAZIL, CHILE AND SEVENTEEN OTHER COUNTRIES. New Haven: Yale University Press, 1942. 381 p.

The major portion of the volume is concerned with Argentina, Brazil and Chile. Each nation is discussed from various angles; the racial backgrounds, social classes, politics, natural resources, and the historic factors which have special bearing on today's problems. The author describes the contents of this book thusly: "Americans North want to know exactly who are these good neighbors ... what they eat, think, and propose to do ... what sort of men rule over them ... whether they plan to play with us or with the foe ... that is what this book is about."

Inman, Samuel Guy.. BUILDING AN INTER-AMERICAN NEIGHBORHOOD.

New York: National Peace Conference, 1937.

Reviews continental efforts for peace and the Buenos Aires Conference.

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This book deals with the arrangement of people on the land. In this book geography is treated historically.

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Quintanilla, Luis. A LATIN AMERICAN SPEAKS. New York: MacMillan Co., 1943. 268 p/

United States Relations with Spanish America - Spanish America Relations with the United States. The views of a Latin American on our own United States. Author writes with a light touch which conveys the spirit as well as the facts of the Latin American countries. Discussion of: What brings us together and what keeps us apart?

Rabaut, Louis C. LATIN AMERICA. Washington, D. C.: United States Government Publication, 1942. 25 p.

Here is a discussion of Latin America, its people, resources, problems, and share in the war, as expounded in the House of Representatives on June 30, 1942 by Hon. Louis C. Rabaut of Michigan. The life and the people and the resources of the people south of the Rio Grande are brought to the front. There is a list of the questions most frequently asked about Latin America, and brief answers to each..

Rabenort, William. NORTH AND SOUTH AMERICA. New York: American Book Company, 1933. 210 p.

The regional method of studying a continent is introduced with simplicity and earnestness. As type regions are studied the relationships are pointed out between the physical environment and the human activities that depend upon that environment.

Rauschenbush, John. LOOK AT LATIN AMERICA. HEADLINE BOOKS. New York: The Foreign Policy Association, 1940. 64 p.

Nontechnical but authoritative presentation of the current problems of inter-American cooperation. A valuable contribution to the understanding of Latin America and to the formation of sound concepts about the American Republics. This book offers some facts we need to know if we are to contribute our share intelligently to mutual good will and common purpose. Here described are the people, geography, resources, trade, transportation, economic progress, and defenses of Latin America.

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This is the source I used for the form of my bibliography.

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Up to the minute timely book on changes brought about by the influence of air travel.

Renner, George T. HUMAN GEOGRAPHY IN THE AIR AGE. New York: Macmillan Co., 1942.

Shows the relation of the humanities to the new air age.

Rippy, James Fred. LATIN AMERICA IN WORLD POLITICS. 3rd ed. New York: F. S. Crofts & Co., 1938. 303 p.

Emphasizes the modern period and phases of inter-American perplexities.

Roosevelt, Nicholas. WANTED: GOOD NEIGHBORS. New York: The National Foreign Trade Council, Inc., 1939. 48 p.

In his study, written primarily for the people of the United States, Mr. Roosevelt ably analyzes the difficulties which tend to prevent closer commercial and cultural ties with our neighbors to the south and indicates how these difficulties may be overcome. On p. 48 the author says, "The Americans need each other. The countries south of the Rio Grande want capital and industrial products from the United States. In exchange these Latin American countries have raw materials which the United States needs. Here is the foundation of that sound commercial cooperation which is essential to the successful functioning of the Good Neighbor Policy. The basis of economic cooperation must be fair play and mutual respect. This implies due regard for legitimate rights lawfully acquired."

SCHOOL AND SOCIETY - December 4, 1943.

THE LATIN AMERICAN PROBLEM.

Concise conclusive evidence of problems in Latin America.

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This book could be considered an experience program to aid in teacher education.

Smith, Lloyd Edwin. THE PRACTICAL ENCYCLOPEDIA. New York: Grosset and Dunlap, 1937. P. 157..

Concise, practical, to the point.

Soule, George Henry and Efron, David, and Ness, Norman T.

LATIN AMERICA IN THE FUTURE WORLD. New York: Farrar & Rinehart, Inc., 1945.. 372 p.

A book of facts to enlighten readers and do away with misunderstanding.

Spencer, Robert Elliott. THE UNITY OF THE AMERICAS. New York: Laymen's missionary movement, 1916. 115 p.

A discussion of the political, educational, commercial, and religious relationships of Anglo-America and Latin America. The aim of this book is to quicken the desire for more unity between the other Americans and us. The need for brotherly love is shown.

Stewart, Watt and Peterson, Harold F. BUILDERS OF LATIN AMERICA. New York: Harper and Brothers, 1942. 343 p..

The men who have played an important part in building Latin America include educators, literary figures, and scientists, as well as conquerors, patriots, and dictators. One hears more about this last group because they were the more spectacular persons. Daring, courage, and political skills were apparent in careers of such men as Cortez,

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Bolivar, and Diaz.. The authors have treated these figures adequately and clearly, but a special contribution is in their accounts of the Inca Atahualpa; Moreno, the Argentine lawyer and founder of the republic; Dom Pedro II, Emperor of Brazil; Sarmiento, the educator; Ruben Dario, Latin America's greatest poet; and other important persons not so familiar to people in the United States. Twenty-two builders are described. The biographies are arranged in four chronological divisions called Foundations, Revolution, Dictatorship, and Toward a better future! While these builders are only a few of the many persons who contributed to their country's development; they are representative of historical phases, and suggest the different parts played by individuals. The characters of those chosen are varied, the accounts interesting and often dramatic, so that the book is valuable for pleasure reading as well as for reference.

Stuart, Graham Henry. LATIN AMERICA AND THE UNITED STATES.

3d ed. New York: D. Appleton Century Co., 1938. 510 p.

A survey of the diplomatic and commercial relations between the United States and certain Latin American countries. Suggestions as to how more cordial relations with Latin America may be established.

Syrkin, Marie. YOUR SCHOOL.. YOUR CHILDREN. New York: L. B.

Fischer, 1944.

A book showing how children in the school fit into the pattern of intercultural education.

1. The first part of the paper discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the success of any business or organization. The author argues that without reliable data, it is impossible to make informed decisions or identify areas for improvement.

2. The second part of the paper focuses on the challenges of data collection and analysis. It highlights the need for standardized procedures and the use of appropriate statistical methods. The author also discusses the importance of data security and the potential risks of data breaches.

3. The third part of the paper presents a case study of a company that successfully implemented a data-driven strategy. It describes the company's initial challenges, the steps it took to collect and analyze data, and the results it achieved. The author uses this example to illustrate the benefits of a data-driven approach.

4. The fourth part of the paper discusses the future of data management. It explores emerging technologies such as artificial intelligence and big data, and their potential impact on the field. The author also discusses the importance of ongoing education and training for professionals in this field.

5. The final part of the paper provides a conclusion and a list of recommendations. The author summarizes the key points of the paper and offers practical advice for readers who want to improve their data management practices. The recommendations include the importance of regular data audits, the use of secure storage methods, and the need for ongoing monitoring and evaluation.

Tappan, Eva March. THE WORLD'S STORY. SOUTH AMERICA, CENTRAL AMERICA, MEXICO, AND THE WEST INDIES. Boston: Houghton Mifflin Co., 1926.

Relates the Latin American Republics to the world at large. Shows the interdependence of countries.

THE AMERICAN TEACHER.

April, 1944. Cole, Stewart G. WHAT IS INTERCULTURAL EDUCATION?

March, 1947. Johnston, Edgar C. WHAT TEACHERS CAN DO TO PROMOTE INTERGROUP UNDERSTANDING..

Timely articles on vital problems in education today. The present trend is toward developing intergroup understanding, respect, and good will.

Thompson, Holland.. LANDS AND PEOPLES. Part 27; 28. New York: The Grolier Society, Inc., 1938.

A socialized story of the other America. Stress on the humanities. Excellent pictures supplementing the printed material.

Thompson, Wallace. GREATER AMERICA. New York: E. P. Dutton & Co., Inc., 1932.

An interpretation of Latin America in relation to Anglo-Saxon America.

Tomlinson, Edward. THE OTHER AMERICANS; OUR NEIGHBORS TO THE SOUTH. New York: Charles Scribner's Sons, 1943.

Here is a discussion of the people in Latin America. Gives a concrete picture of our neighbors to the south. Shows phases of inter-American perplexities.

1. The first part of the paper discusses the importance of the study of the history of the United States. It is argued that a knowledge of the past is essential for a full understanding of the present and for the development of a sound policy for the future. The author points out that the history of the United States is a complex and varied one, and that it is necessary to study it from many different angles in order to gain a complete picture of it.

2. The second part of the paper discusses the role of the government in the development of the United States. It is argued that the government has played a crucial role in the development of the country, and that it is necessary for the government to continue to play this role in the future. The author points out that the government has been responsible for the establishment of the Constitution, the creation of the federal government, and the development of the country's infrastructure.

3. The third part of the paper discusses the role of the individual in the development of the United States. It is argued that the individual has played a crucial role in the development of the country, and that it is necessary for the individual to continue to play this role in the future. The author points out that the individual has been responsible for the establishment of the Constitution, the creation of the federal government, and the development of the country's infrastructure.

4. The fourth part of the paper discusses the role of the state in the development of the United States. It is argued that the state has played a crucial role in the development of the country, and that it is necessary for the state to continue to play this role in the future. The author points out that the state has been responsible for the establishment of the Constitution, the creation of the federal government, and the development of the country's infrastructure.

5. The fifth part of the paper discusses the role of the nation in the development of the United States. It is argued that the nation has played a crucial role in the development of the country, and that it is necessary for the nation to continue to play this role in the future. The author points out that the nation has been responsible for the establishment of the Constitution, the creation of the federal government, and the development of the country's infrastructure.

6. The sixth part of the paper discusses the role of the world in the development of the United States. It is argued that the world has played a crucial role in the development of the country, and that it is necessary for the world to continue to play this role in the future. The author points out that the world has been responsible for the establishment of the Constitution, the creation of the federal government, and the development of the country's infrastructure.

7. The seventh part of the paper discusses the role of the future in the development of the United States. It is argued that the future has played a crucial role in the development of the country, and that it is necessary for the future to continue to play this role in the future. The author points out that the future has been responsible for the establishment of the Constitution, the creation of the federal government, and the development of the country's infrastructure.

8. The eighth part of the paper discusses the role of the past in the development of the United States. It is argued that the past has played a crucial role in the development of the country, and that it is necessary for the past to continue to play this role in the future. The author points out that the past has been responsible for the establishment of the Constitution, the creation of the federal government, and the development of the country's infrastructure.

9. The ninth part of the paper discusses the role of the present in the development of the United States. It is argued that the present has played a crucial role in the development of the country, and that it is necessary for the present to continue to play this role in the future. The author points out that the present has been responsible for the establishment of the Constitution, the creation of the federal government, and the development of the country's infrastructure.

10. The tenth part of the paper discusses the role of the future in the development of the United States. It is argued that the future has played a crucial role in the development of the country, and that it is necessary for the future to continue to play this role in the future. The author points out that the future has been responsible for the establishment of the Constitution, the creation of the federal government, and the development of the country's infrastructure.

Torre, Emilio de, and others. THE LATIN AMERICAN SONG BOOK.

Boston: Ginn and Company, 1942. 128 p.

A varied and comprehensive collection of Latin American songs to be used by all who like to sing; complete with piano accompaniment. About seventy songs in this collection. The majority of the songs are in Spanish, but there are also songs from Brazil as well as some Louisiana French and French Canadian. An introduction discusses the general sources of the songs while each selection has an individual note about the origin of the song and where it is sung today. In addition to the English lyrics most of the songs have one verse in the original language. The songs are varied and suited to group singing.

Verrill, Alpheus Hyatt. SOUTH AND CENTRAL AMERICAN TRADE CONDITIONS OF TODAY, INCLUDING MEXICO, CUBA, HAITI, AND THE DOMINICAN REPUBLIC. New York: Dodd, Mead and Co., 1914.

255 p..

A volume dealing with hard, cold facts, all of which are intimately connected with business and trade conditions in the republics to the south. Author is in sympathy with the people about whom he writes. A vast amount of information regarding Spanish Americans and Spanish America, customs, manners, and points of view as related to business as well as a great deal of data concerning the exports, imports, debts, wealth, foreign capital, improvements, population, transportation, and business of the various countries. A compact, concise, and yet complete source of

information given for all interested in business and trade conditions between the United States and her sister republics.

Vickery, William F. and Cole, Stewart G. INTERCULTURAL EDUCATION IN AMERICAN SCHOOLS; PROPOSED OBJECTIVES AND METHODS. New York: Harper and Brothers, 1943. 215 p.

This book supplies background and specific teaching material for use in widening understanding among those with variant racial and cultural backgrounds. A carefully planned educational program for eliminating intergroup conflicts which threaten the well-being of the nation.

Washburne, Carleton. ADJUSTING THE SCHOOL TO THE CHILD. New York: World Book Company, 1932. 189 p.

Shows the adapting of school instruction to individual differences.. The author has shown the advantages of piece-work over time work, of less teaching and more learning as a means of developing initiative and self-dependence.

Vertenbaker, Charles. A NEW DOCTRINE FOR THE AMERICAS. New York: The Viking Press, 1941. 211 p.

A description of the policy of the United States toward Latin America, on which its security and prosperity for the next hundred years may hang. Its method tells about events in terms of the men who made them.

West, Wallace. OUR GOOD NEIGHBORS IN LATIN AMERICA. New York: Noble and Noble, Pub., Inc., 1942. 388 p.

Based on the Good Neighbor Radio Programs presented by the National Broadcasting Company with the approval of

Cordell Hull, Secretary of State, United States of America.
Aim: to create a greater interest in Latin America in order to help us to understand thoroughly and to appreciate the individual culture, characteristics, and progress of our neighbors to the south; to explain the development of their country by retelling the stories of their national heroes and their history making deeds; to describe the people and their way of life; to show how their industries are affected by the climate and physical characteristics of the lands; and to promote the spirit of mutual cooperation in supplying and supplementing each other's needs both in peace and in war.

Whitaker, John Thompson. AMERICAS TO THE SOUTH. New York: The Macmillan Co., 1939. 300 p.

A country by country survey of the situation an American journalist found in Mexico, and South America shortly before the outbreak of the European war. Moderately difficult.

White, Rufus Austin. SOUTH AMERICA TODAY. New York: A. Flanagan Co., 1941. 254 p.

A dissertation on the present problems of South America as it watched World War II in progress.

Whitney, Frederick Lamson. THE ELEMENTS OF RESEARCH. New York: Prentice Hall, Inc., 1946. 497 p.

Elementary in character. It serves as a guide for reflective thinking in the conception and solution of research projects.

Williams, Mary Wilhelmine. THE PEOPLE AND POLITICS OF LATIN AMERICA. New York: Ginn and Co., 1938. 889 p.

The history of the Latin American nations is presented in simple, factual style. Ample material on the aborigines, the conquest, colonial administration, the church, education, and the arts furnishes varied general information. After a discussion of the Independence Movement, each country is considered separately except those of Central America which are combined in one section. The leading historical figures are briefly and objectively treated. The book concludes with a chapter on modern cultural achievements and a discussion of international relations. Extensive bibliography.

Wilson, Charles M. CHALLENGE AND OPPORTUNITY: CENTRAL AMERICA. New York: Henry Holt Co., 1941. 293 p.

Agricultural resources in the rich tropical land of Central America are the chief interest of the author who has seen the variety of products not yet fully utilized. The author says: "In real-life fact, cultural relations with Latin America and particularly with Middle America are preponderantly economic." There are well illustrated and interesting accounts of the history, growing, harvesting, and marketing of such crops as bananas, coffee, coconuts, chocolate, rubber, and sugar. Enough of the history, politics, and commerce is given to show the importance of crops in countries which remain agrarian frontiers.

Winslow, I. O. OUR AMERICAN NEIGHBORS. Boston: D. C. Heath & Co., Publishers, 1925. 200 p.

The influence of environment on people of nations is discussed in this book. An aid to arousing a National interest..

Ybarra, Thomas Russell. AMERICA FACES SOUTH. New York: Dodd, Mead and Co., 1939. 321 p.

Written for the most part in a racy style, this comprehensive survey of Latin America just before the war began is seldom if ever dull. The author wrote this very readable book in an American journalistic style, but he hails from Venezuela.

EDUCATION AND NATIONAL DEFENSE SERIES. HEMISPHERE SOLIDARITY. Pamphlet No. 13. Washington, D. C.: Federal Security Agency, United States Office of Education, 1941. 23 p.

A teacher's guide on Inter-American Relations with special reference to Latin America. This deals with some of the important problems involved in promoting hemisphere solidarity, with particular application to the relationship between Latin American nations and the United States. International friendship is the aim of this pamphlet. This pamphlet is designed to aid pupils to think through some of the problems affecting mutual cooperation among all of the nations concerned.

OUR AMERICAN NEIGHBORS. From the Coca-cola Company house magazine, THE RED BARREL, 1942. 128 p.

The twenty republics from the Rio Grande to Cape Horn.

The aim of this booklet is to help those in the community of nations to better know their neighbors, and to become better acquainted with the above mentioned republics. These nations are nations that have won the American way of life by fighting for it, notwithstanding their diverse climate, racial characteristics, customs, and language.

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Elizabeth C. Byrne



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